I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/07/2015
Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

EAST HARLEM SCHOLARS ACADEMY CS (SUNY TRUSTEES) 310400860995

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 4

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1573 Madison Ave. New York, NY 10029	212-348-2518	212-348-2848	[redacted]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rashell Evans
Title	Director or Operations
Emergency Phone Number (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

www.eastharlemschoalrs.org

6. DATE OF INITIAL CHARTER

2010-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

273

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1573 Madison Ave. New York, NY 10029	212-348-2518	CSD 4	K-5	Yes	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address

School Leader	Cheyenne Batista S. Roque	212-348-2518		[redacted]
Operational Leader	Rashell Evans	212-348-2518		[redacted]
Compliance Contact	Rashell Evans	212-348-2518		[redacted]
Complaint Contact	Cheyenne Batista S. Roque	212-348-2518		[redacted]

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	Scholars Academy instituted a 10 week Saturday School Academy program where select grade 3-4 scholars worked in targeted groups to address their academic needs based on the CCLS.		
2	Change in design or educational program	Scholars Academy moved towards fully integrating EngageNY's math curricula with supplementary materials based on the recommendation of our math coach.		
3	Change in design or educational program	Scholars Academy moved away from a Writer's Workshop model due to its lack of alignment with CCLS. We are currently working to pilot a few additional alternatives.		
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Kerri Soucy, Grants Associate

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter

school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

Appendix A: Link to the New York State School Report Card

Created: 07/07/2015
Last updated: 07/30/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

http://data.nysed.gov/profile.php?instid=800000070176

Instructions / Notes

for 2014-15 Accountability Plan Progress Report ("APPR")

1. Text Highlighted in Yellow = explanation or guidance for an entry in the Progress Report

2. Text Highlighted in Green = a sample entry that may be modified

3. The template for **high school measures** is in Appendix A, beginning on page 26.

4. The template for reporting for K-2 schools with a norm-referenced test growth measure in their Accountability Plan appears on page 67. Present the respective results at the end of the English language arts and math goals.

5. **Changes from the 2013-14 Report**

   Elementary and Middle Schools

   a) **The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure ("Performance Level Index meeting the AMO") in ELA and math.**

   b) **For the 3-8 Growth Measure in ELA and math, report 2013-14 results using the state's 3-8 Growth Model. (The 2014-15 results are not yet available.)**

   College Preparatory High Schools

   a) **Because of the introduction of college and career readiness standards, schools renewed in 2012-13 or later use revised Accountability Plan measures. (See the appendix in the Guidelines for Creating a SUNY Accountability Plan for a list of the revised measures.)**

   b) **The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take them into account when making renewal decisions. Therefore, the Institute encourages high schools not renewed since 2012-13 to include the college and career readiness standard in their Progress Report as optional measures.**

6. Please do not include these instructions or the reference guide below in a submitted report.

Reference Guide to Template Sections

Page

INTRODUCTION ……..……..…..4
ELEMENTARY AND MIDDLE SCHOOL GOALS……..…..5
NCLB GOAL…….…….…..25
HIGH SCHOOL COHORTS …….…… 26
HIGH SCHOOL GOALS…….…….…….28
OPTIONAL GOALS …….……63
SUPPLEMENTARY TABLES
ELEMENTARY AND MIDDLE SCHOOLS…….……66
HIGH SCHOOLS…….…….…..……69

The Accountability Plan Progress Report Template Is Below.

East Harlem Scholars Academy CHARTER SCHOOL

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By East Harlem Scholars Academy

1573 Madison Avenue, Room 418B
New York, NY 10029
Tel: (212) 348-2518

Fax: (212) 348-2848

Cheyenne Batista São Roque, Founding Principal, Managing Director; and Elah Lazin, Director of Curriculum & Instruction; prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Iris Chen	Secretary, Ed & Accountability Committee
Brian Gavin	Treasurer, Finance Committee
Jamie Kiggen	Executive Committee
Lili Lynton	Vice Chair, Ed & Accountability Committee
Carlos Morales	Finance Committee
Joan Solotar	Chair, Finance Committee, Ed & Accountability Committee and Executive Committee
Tom Webber	Ed & Accountability Committee
David Wildermuth	Finance Committee

Cheyenne Batista São Roque **has served as the Founding Principal since June 2011.**

INTRODUCTION

East Harlem Scholars Academy opened in August, 2011 with 108 students in grades K-1. Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

50% of East Harlem Scholars students identify as Hispanic, 24% of students identify as African American, 1% of students identify as American Indian or Alaskan Native, 2% of students identify as other, 1% of students identify as Pacific Islander, 1% of students identify as Asian, 1% Native American and 1% of students identify as White. 95% of students are eligible for free and reduced lunch. 14% of students qualify for ELL services and 25% of students receive Special Education services.

East Harlem Scholars Academy is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.

- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century workforce and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.

- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.

- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars has two teachers in each classroom of approximately 24-28 students allowing for a low student-teacher ratio of approximately 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy has a longer school day (7:25 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (185 days) than the district public schools. East Harlem Scholars Academy has a shortened student schedule on Friday (7:25 a.m. to 1:15 p.m.) in order to provide staff with

professional development and time to plan using weekly and quarterly data. Students have 175-180 minutes of ELA instruction 85-90 minutes of math instruction daily. The extended day and year also allows students at East Harlem Scholars Academy to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*[1].

East Harlem Scholars Academy views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	56	52												108
2012-13	56	56	54											166
2013-14	55	56	56	52										219
2014-15	56	56	56	56	53									277

[1] http://www.nsdc.org/standards/

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
All students at East Harlem Scholars Academy will be proficient readers, writers, and speakers of the English language.

Background
The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy allocating up to 200 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Dean of Instruction, Reading Specialist and the ELL Specialist (Typically there is also a Director of Curriculum and Instruction that serves on leadership team but there was an unexpected vacancy this academic year). They all work together to differentiate instruction, in order to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research [1] [2] has shown to be most effective for literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. In grades 3 and 4 opportunities are implemented for our scholars to write about their reading using text evidence to support their thinking. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills.

Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices.

For ELA, East Harlem Scholars Academy uses *Engage NY* a research-based reading program aligned with Common Core State Standards (CCSS). The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. EngageNY.org exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics. Engage NY is a by-product of Core Knowledge in K-2 and Expository Learning in grades 3-5.

East Harlem Scholars Academy also uses resources from Making Meaning in Kindergarten and Junior Great Books for grades K-4. In addition to teaching students the critical comprehension skills they need to be college and career ready, our school is dedicated to developing students that can also engage in academic discourse around current events and social themes that are relevant to their lives. Therefore, we have adapted these additional ELA curricula to expose students to engaging, but complex, text and to teach students how to engage in dialogue about text with multiple interpretations, collaborate with peers around ideas and how to disagree respectfully when opinions vary.

Kindergarten uses Making Meaning their ELA curriculum, which teaches critical reading comprehension skills as well as social development through rich literature that is relevant and applicable to students' lives. Kindergarten uses this curriculum because this is the first year of school for many of our students and in addition to learning key academic skills they also need to learn how to be in school around other children all day. Making Meaning encourages collaboration, respectful disagreement and ownership of learning.

The higher grades develop these same skills through a program called Junior Great Books. The Great Books Foundation started over 50 years ago as a non-profit with a mission of providing great literature to the general public. Over the years, the foundation expanded this mission to include children (Junior Great Books) and works extensively to empower students to think critically about what they read through discourse and discussion with their peers. At the end of each unit students at East Harlem Scholars Academy read high-level text from the Junior Great Books library, engaging in various comprehension activities throughout the week, which ends with a shared inquiry discussion. The shared inquiry forces students to support their claims with evidence in the text and provides them with the opportunity to share their ideas in a structured manner. This program has encouraged students to become closer readers, add to a discussion by building off another person's ideas and to persevere through reading a complex text.

[1] Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.
[2] Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[2]			Total Enrolled
		IEP	ELL	Absent	
3	52	11	8	4	56
4	51	17	7	2	53
5					
6					
7					
8					
All					

Results

In 2014-15 NYS ELA, Exam, 33% of East Harlem Scholars Academy 3rd grade students in at least their second year achieved proficiency. In 2014-15 NYS ELA, Exam, 10% of East Harlem Scholars Academy 4th grade students in at least their second year achieved proficiency.

[2] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	52	33%	49
4	12%	51	10%	40
5				
6				
7				
8				
All				

Evaluation

East Harlem Scholar's Academy's goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. The school fell short of the specified measure by 42% in third grade and 65% in fourth grade. Internal interim assessments throughout the year have indicated that most students are reading on or around grade level. The vast majority of students did not demonstrate proficiency on the state exam. Students demonstrated high levels of reading mastery on other diagnostic tools but where unable to translate this level of comprehension to their performance on the standardized test.

While East Harlem Scholars Academy did not meet it's goal of 75%, it is important to note that Scholars in at least their second year made visible growth. In 2014-15, 33% of scholars tested proficient which was an increase of 22% from 2013-14. In third grade the number of scholars who scored a 1 on the ELA state exam decreased by 32%.

Several factors contributed to student performance. We implemented a variety of test preparation techniques and strategies throughout the year. We believe we can do more to streamline our effort and to develop a comprehensive, cohesive program that provides students with frequent targeted practice.

Additional Evidence
The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There continues to be a positive shift in overall student performance growth. As is evidenced by the 32% decrease in Level 1.

Grade 3	ELA 2013-14	ELA 2014-15	+/-
% passed	10%	33%	+22

level			
4	0%	2%	+2
3	10%	31%	+21
2	29%	38%	+9
1	61%	29%	-32

Additional Evidence
The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There is positive growth in the overall performance of students on the third grade ELA state exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			9%	45	33%	49
4			N/A	N/A	10%	40
5						
6						
7						
8						
All						

Goal 1: Absolute Measure
Each year, the schools aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[3]

[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

The Performance Level Index (PLI) for this year is 88, as calculated below: Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PLI to this year's AMO.

English Language Arts 2014-15 Performance Level Index (PLI) For Grades 3 and 4

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
103	34%	44%	21%	1%

PI	=	44	+	21	+	1	=	66
				21	+	1	=	22
							PLI =	88

Evaluation

East Harlem Scholars Academy scored a PLI of 88, which missed the English Language Arts 2014-15 PLI of 97 by 9 points.

Scholars Academy collaborated with a reading and ELA consultant that supported the development of Common Core aligned lessons for grades K-4. In addition, Scholars Academy hired two Academic Interventionists to support instruction in grades 3-4. In addition, one on-going goal is to continue to develop staff in order to support our growing population of special education students and English Language Learners (ELL), through in house and outside professional development.

Several factors contributed to student performance. Though we implemented a variety of test techniques and strategies throughout the year, we believe we can do more to streamline our efforts and develop a comprehensive, cohesive program that provides students frequent practice.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[4]

Results

Of the 49 East Harlem Scholars Academy third grade students in at least their second year that were tested, 33% of third graders were proficient on the ELA Exam, compared to the 28% proficiency of their 963 district peers. Of the 40 East Harlem Scholars Academy fourth grade students in at least their second year that were tested, 10% were proficient on the ELA Exam, compared to the 25% proficiency of their 969 district peers.

2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	49	28%	963
4	10%	40	25%	969
5				
6				
7				
8				
All	22%	89	27%	1932

Evaluation

The students exceeded the aggregate district performance by 5% for grade 3. However, the charter school fell short of the aggregate district performance by 15% for grade 4. Also, as the fourth grade group is our founding/lead cohort, they came in significantly behind and had some difficulty in their first testing year. They are also the only cohort at the school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of the students are English Language Learners, and will need more intensive support to ensure their reading proficiency. While it is the school's philosophy that all students can be pushed to meet their grade proficiency, we continue to develop the appropriate interventions to get them there.

Additional Evidence

In the cohorts tested in at least their 2nd year, 37% are students with special needs, and 11 percent are English Language Learners, compared t 28% and 12% in the district, respectively. Comparing the

[4] Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	**3rd Grade**	**4th Grade**
Success Academy	78%	73.7%
Harlem Prep	19.3%	22.3%
D.R.E.A.M. Charter School	24.5%	30%
Amber Charter School	29.5%	28.8%
East Harlem Scholars Academy	33%	12%

English Language Arts Performance of Charter School and Local District
By Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			9%	28.6%	33%	28%
4					10%	25.4%
5						
6						
7						
8						
All						

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Results

On the 2014-2015 NYS ELA Exam the school, despite achieving overall performance growth did not reach the 0.30 benchmark. The school performed lower than expected with and effect size of minus 0.88.

Goal 1: Growth Measure[5]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.[6]

Results

There is an 8% increase in the average raw scores for third graders tested in ELA 2014-15 compared to third graders tested in 2013-14. The average raw score for third grade in 2014-15 was 304. The average raw score for third grade in 2013-14 was 281. The average raw score for fourth graders was 288.

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[5] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[6] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Additional Evidence

The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There continues to be a positive shift in overall student performance growth with a steep increase in proficiency in the group of students in Level 1. The school experienced positive growth in proficiency among students who were at Level 2 and are now at Level 3. Though the percentage of students meeting grade level is at 33% the percentage of students approaching grade level has increased significantly when compared to the previous year. Additionally many of the students who achieved a Level 2 on the exam were on a few points below the Level 3 benchmark.

Grade 3	ELA 2013-14	ELA 2014-15	+/-
% passed level	10%	33%	+22
4	0%	2%	+2
3	10%	31%	+21
2	29%	38%	+9
1	61%	29%	-32

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13[7]	2013-14	2014-15	Statewide Median
4			53.0	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

The mean unadjusted growth percentile for 4th grade is 53.0, which is 3 percentile points above the statewide median. This is a slightly larger change in performance compared to similarly grouped students in New York State. We attribute this slightly larger change in performance to several factors. We implemented the use of mock state exams twice a year prior to the ELA State Exam. The data from the mock exams helped to identify which skills student's required additional support and follow-up. Additionally the data from mocks were used to form targeted intervention groups during 10 sessions of Saturday school.

Goal 1: Optional ELA Measure

[7] Grade level results not available.

Each year, 80 percent of tested students K-3 will perform at or above the 50th percentile her on the MAP exam.

Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, first, second and third grades. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

MAP Results Spring 2015

Grade	Number Tested	Percentage of Students in the 50th percentile or higher	Target for Percentage of Students in the 50th percentile or higher	Target Achieved
K	55	38%	80%	NO
1	55	60%	80%	NO
2	54	44%	80%	NO
3	56	30%	80%	NO
4	52	37%	80%	NO

Evaluation

In 2014-2015, East Harlem Scholars Academy did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year and highlight key needs in ELA, this administration of this exam presented various logistical and other challenges that had potentially negative impact on the results. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2015-2016 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who score low on MAP assessments will be identified and supported by the Student Support Team, which meets every week to implement interventions to support student outcomes. Student progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence
No additional evidence is available.

Goal 1: Optional ELA Measure
Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method
The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, first, second and third. . The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results
N/A
Evaluation
N/A

Additional Evidence
N/A

Goal 1: Optional ELA Measure

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

Method

East Harlem Scholars Academy used the rubrics from the new Writing Workshop units of study to assess students writing mastery . These rubrics were designed to assess the demands of the new Common Core Standards. The components of the writing rubric include: lead, transitions, ending, organization, elaboration, craft, spelling and punctuation. The staff worked extensively to "norm" themselves against the rubric to support its validity and reliability.

Results

The table below shows the results of the Writing Rubric in the spring of 2015, and provides a summary of performance.

Writing Rubric Results Spring 2015

Grade	Average	Median
K	3	3
1	3	3
2	2	2.5
3	1.8	2
4	1.4	1.25

Evaluation

East Harlem Scholars Academy Writing Rubric results show that students are proficient in grades kindergarten and first grade. Students in second, third and fourth grades experience incremental decrease with the progression of years. In 2014-15, the school continued to use the Lucy Calkins writing workshop curriculum but upgraded to the new units of study which included a full curriculum per grade level, as opposed to one for grades K-2 and another for 3-5, and a more rigorous scope and sequence. The program also allowed students to spend a significant amount of time working within one genre so that they could write several pieces before each on-demand assessment. In third grade, there is still significant progress to be made. The fourth grade cohort did not attend Kindergarten at Scholars Academy and although they have made significant growth over the last four years, some students continue to struggle with the increased cognitive demand for reading and writing as they progress to the higher grades. Although the school has been aligned and teaching the Common Core standards since opening in 2011, this is the first year that it has adopted the updated writing curriculum, which was modified to reflect the Common Core standards and it illuminated some knowledge gaps in skill, craft and genre specific writing that the curriculum assumed they had learned in previous years. For the 2015-2016 school year, the school plans to continue using Lucy Calkins' Writing Workshop *Units of Stud*y and will provide additional professional development for teachers around using this curriculum and providing intervention for

students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

Additional Evidence
No additional evidence is available.

Goal 1: Optional ELA Measure
Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

Method
The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

Results
The table below shows the results of the Fountas & Pinnell assessment from the spring of 2015.

Fountas & Pinnell Results Spring 2015

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved

K	**55**	**91%**	**80%**	**YES**
1	**55**	**45%**	**80%**	**NO**
2	**54**	**68%**	**80%**	**NO**
3	**56**	**61%**	**80%**	**NO**
4	**52**	**35%**	**80%**	**NO**

Evaluation
In 2014-2015, East Harlem Scholars Academy exceeded this goal in Kindergarten with 91% of our students achieving over one grade level of growth in their first year of enrollment. Although the school did not meet this goal in first, second, third or fourth grade most students came in behind grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers.

Additional Evidence
No additional evidence is available.

Summary of the English Language Arts Goal
East Harlem Scholars Academy achieved, or came very close to meeting the goals, for the Fountas & Pinnell reading assessments and writing rubric assessments in Kindergarten. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

Though the school has made noticeable growth in the percent of scholars meeting proficiency on the ELA Exam, the school did not meet their absolute and growth goals. The school did however meet part of their comparative goal. Scholars who were enrolled in at least their second year in the third grade and performed at proficiency on the state English Language Arts exam were greater that that of students in the same tested grades in the local school district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative Grade 3	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Comparative Grade 4	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Not Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

In the 2014-15 school year it became increasingly clear that the academic gaps for our founding cohorts were not closing quickly enough. Therefore, in the 2014-2015 school year, the leadership team and Board of Directors of Scholars Academy created a strategic plan to address this vital issue. Based on the achievement data (both internal and external) scholars in grades 3 and 4 were identified and placed in achievement-based cohorts. Depending on the needs of the cohorts, each group received strategic interventions guided by various forms of achievement data. It is important to note that these groupings were flexible and changed throughout the school year in response to student results and needs. We will continue to implement this plan with additional AIS instructors to support

The school will be focusing on providing extensive supports to the 4th grade cohort including several AIS support staff who will be working with scholars who are not yet proficient. Additionally the school is investing in an ELA coach that will provide guidance to teachers in planning and executing ELA curriculum. The school is using Engage New York ELA curriculum, which is more closely aligned with the Common Core State Standards.

MATHEMATICS

Goal 2: Mathematics
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-4.

Background
East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses EngageNY.org to deliver rigorous mathematics instruction. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy adapted

material from the math modules on the EngageNY.org website. The modules include instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy emphasizes data collection and effective instructional practices. Assessments include *EngageNY.org exit tickets, mid module assessments, end of module assessments, interims assessments, and fact fluency quizzes*. The Math Coach created interim assessments based on common core standards and taught material. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

The Math Coach works very closely with the teachers in weekly planning sessions, observations, and coaching cycles. Teachers also receive very detailed feedback to their weekly lesson plans on how to make the math instruction more hands, exploratory, and student led.

Goal 2: Mathematics
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-4.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2014-15 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[8]			Total Enrolled
		IEP	ELL	Absent	
3	53	2	0	3	56
4	51	1	0	2	53
5					
6					
7					
8					

[8] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

All					

Results

On the 2014-2015 Math Exam, 52% of East Harlem Scholars Academy students in third grade in at least their second year scored as proficient. 55% of East Harlem Scholars Academy students in fourth grade in at least their second year scored as proficient.

Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	53	52%	50
4	55%	51	55%	40
5				
6				
7				
8				
All				

Evaluation
The school fell short of the specified measure by 23% in third grade and 20% in fourth grade. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

The school made tremendous growth especially moving many scholars from a score of 1 to a score of 2 on the Math State Exam. The percent of scholars who are proficient increased by 22% from 2013-2014 to 2014-2015, however in order to meet the 75% goal more time is needed as well as more targeted interventions for scholars who are preforming below grade level. The increase in proficiency level is significant considering where students started and given the percentage of students with special needs.

In order to address the mathematical needs of the school, Scholars Academy hired a Math Coach this year. The coach worked closely with teachers on the math planning, pacing and alignment of the curriculum to the Common Core Learning Standards (CCLS) as well as stronger alignment across grade levels. Teachers were observed by the coach on a weekly basis and had specific goals they were working on. The Math Coach also worked several times a week with groups of scholars, who were approaching the grade level benchmark from grades three and four, to help strengthen their math skills. The Intervention Specialist provided support to remedial scholars in math in second, third and fourth grades.

Grade 3	Math 2013-14	Math 2014-15	+/-
% passed level	33%	55%	+22
4	8%	23%	+15
3	25%	32%	+7
2	40%	32%	-8
1	27%	13%	-14

Additional Evidence

As a point of comparison, of tested students in third grade, East Harlem Scholars Academy on average scored 16% higher than students in the city and district. Of tested students in fourth grade, East Harlem Scholars Academy on average scored 16% higher than the city average and 23% higher than the district average.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	30%	46	52%	50
4	N/A	N/A	N/A	N/A	55 %	40
5						
6						
7						
8						
All						

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's No Child Left Behind (NCLB) accountability system.

Method

The federal NCLB law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning

standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[9]

Results

Students enrolled in at least their second year had an increase of 22% in their third grade Math State Test Scores in 2014-15 compared to students tested in 2013-14.

Mathematics 2014-15 Performance Level Index (PLI) for Grades 3 and 4

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13%	32%	35%	20%

PI	=	32 %	+	35 %	+	20 %	=	87%
				35 %	+	20 %	=	55%
						PLI	=	142

Evaluation

East Harlem Scholars Academy exceeded the Performance Level Index (PLI) of 94 by 48 points. Several factors contributed to student performance. Scholars Academy added a Math coach for instructional support. The math curriculum was realigned to the demands of the Common Core. Scholars Academy instituted a 10-week Saturday School Academy program where scholars worked in targeted groups to address their academic needs based on the Common Core State Standards. During winter and spring recess, we offered targeted tutoring to scholars who were approaching the grade level benchmarks. Finally, we made sure math standards were spiraled through science content in order to provide scholars with additional opportunities to experience a given standard within different content areas.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the

[9] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[10]

Results

Of the 50 East Harlem Scholars Academy students tested in at least their second year, 52% were proficient on the third grade math exam, compared to the 35% proficiency of their 973 district student peers. Of the 40 charter school students in at least their second year that were tested, 55 percent were proficient on the fourth grade math exam, compared to the 32% proficiency of their 978 district student peers.

2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52%	50	35%	973
4	55%	40	32%	978
5				
6				
7				
8				
All				

Evaluation

East Harlem Scholars Academy exceeded the aggregate district performance by 17% in third grade and by 23% in the fourth grade for students who are enrolled in at least their second year.

Additional Evidence

In the cohorts tested in at least their 2nd year, 37% are students with special needs, and 11 percent are English Language Learners, compared to 28% and 12% in the district, respectively. The school has implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

[10] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	3rd Grade	4th Grade
Success Academy	92.1%	98%
Harlem Prep	33.9%	28.5%
D.R.E.A.M. Charter School	61.2%	62%
Amber Charter School	45.5%	50.8%
East Harlem Scholars Academy	55%	55%

Mathematics Performance of Charter School and Local District
By Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			30%	25%	52%	35%
4					55%	32%
5						
6						
7						
8						
All						

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or

performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results
Out of 52 students at East Harlem Scholars Academy tested in 2013-2014, 33% are proficient in math. The regression model predicted 31% of students would be proficient. The difference between the actual and predicted is 2% and as a result the effect size is 0.13

***2014-15* Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	85%	52	33%	31%	2%	0.13
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:
The regression model predicted 31% of students would be proficient. The difference between the actual and predicted is 2% and as a result the effect size is 0.13

Evaluation
In regards to the 2013-2014 NYS math results the regression model predicted 31% of students would be proficient. However 33% of 3rd graders in East Harlem Scholars Academy achieved proficiency, which is a 2% difference. The effect size is 0.13, which means the school is performing slightly higher than expected. Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

Additional Evidence
Out of 53 third grade students at East Harlem Scholars Academy tested in 2014-2015, 55% are proficient in math. Out of 51 fourth grade students at East Harlem Scholars Academy, tested in

2014-2015, 55% are proficient in math. As a point of comparison, tested third grade students at East Harlem Scholars Academy performed 16% higher than the city average.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14	3	85%	52	33%	31%	0.13

Goal 2: Growth Measure[11]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 201-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

As there were no 4th grade students enrolled during the 2013-14 school year, no data is available. Below is the mean growth percentile for the 2014-2015 School year for mathematics for 4th grade.

The mean unadjusted growth percentile for 4th grade is 66.0, which is 16 percentile points above the statewide median. This is a larger change in performance compared to similarly grouped students in New York State.

<u>2014-15</u> Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile

[11] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

	School	Statewide Median
4	66.0	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

In 2014-15 East Harlem Scholars Academy met the measure by having a mean growth percentile that was greater than the state median. The mean unadjusted growth percentile for 4th grade is 66.0, which is 16 percentile points above the statewide median. This is a larger change in performance compared to similarly grouped students in New York State.

Additional Evidence

The data requested for this section was not available at the time this document was completed.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12[12]	2012-13	2013-14	Statewide Median
4		n/a	66.0	50.0
5		-	-	50.0
6		-	-	50.0
7		-	-	50.0
8		-	-	50.0
All			66.0	50.0

Goal 2: Optional Measure

Each year, 80 percent of students K-4 will perform at or above the 50th percentile on the MAP exam.

Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in Kindergarten, first, second and third grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable

[12] Grade level results not available.

information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

MAP Results Spring 2015

Grade	Number Tested	Percentage of Students with a NCE of 50 or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved
K	55	38%	80%	NO
1	55	49%	80%	NO
2	54	35%	80%	NO
3	56	56%	80%	NO
4	51	57%	80%	NO

Evaluation

In 2014-2015, East Harlem Scholars Academy did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the second year in which students saw or took an exam of its format. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2015-2016 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students' progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence

No additional evidence at this time.

Goal 2: Optional Math Measure
Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method
The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, first, second and third. . The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results
N/A
Evaluation
N/A

Additional Evidence
N/A

Goal 2: Optional Measure
Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

Method
East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. Objectives on the assessments were tracked according to student mastery.

Results
The table below shows the results of the internal end-of-year summative math assessment for the spring of 2015, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2015

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	55	82%	80%	Yes
1	55	83%	80%	Yes
2	54	61%	80%	No
3	56	76%	80%	No
4	57	65%	80%	No

Evaluation
East Harlem Scholars Academy did not achieve its targets in mathematics objective mastery as a school, but met targets in first and second grade. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. The results in second and third grade illuminate a growth area as we transition into using newly created curricula that reflects the new Common Core standards. Although the school has provided instruction aligned to the common core standards since opening in 2011, the math curriculum was significantly revised to further align more to the demands of the new standards. Because the domain emphasis has shifted slightly and the new standards emphasize breadth over depth, it was identified early in the year that the second, third, and fourth grade students had some foundational gaps in their basic number sense and numerical reasoning that contributed to insufficient mastery of newer concepts. As a result, teachers identified students in need of intervention and delivered instruction in smaller groups with modified pacing and extra time built in their day to work on foundational skills from previous grades they had not yet mastered. Classroom teachers provided these interventions in the classroom and the students that were significantly below grade level received additional pull-out support from the academic intervention specialist. To continue to improve student outcomes, teachers will utilize the objective tracker and math data as a professional development tool in the upcoming school year to differentiate instruction and to set individual targets for students.

Additional Evidence
No additional evidence is available at this time.

<u>Summary of the Mathematics Goal</u>

The school has made tremendous growth in math from 2013-2014 to 2014-2015. The school was able to achieve its Performance Level Index (PLI) on the State Mathematics Exam as well as exceed the performance of local school district school in the number of proficient students.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative 3rd Grade	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative 4th Grade	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

The school will provide targeted intervention to scholars in need via a variety of in school, after school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also added an additional beginning of year and end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year.

Third and fourth grades have started to implement Core Work this year to help address the need for test prep in math . During this instructional block teachers tracked the progress students made for each standard as needed. The push for greater fact fluency and mental math is also going to make a significant impact on students' proficiency levels. Additionally the investment in the CGI program will support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. We will continue to implement these strategies, given their positive impact.

As the school is always committed to maintaining high levels of academic performance. Implementation of an intensive strategic plan to better meet the needs of students in the 2015-16

year is in progress. We have modified the whole school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement the Engage NY curriculum.

We will provide targeted intervention to scholars in need via a variety of in school, after school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also added an additional beginning of year and end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year. The Dean of Instruction maintains an academic watch list to ensure that students in need get the services, tutoring, intervention and support. Weekly student support meetings with our specialists ensure that at risk student needs are targeted and take supportive action.

Additionally the investment in the CGI program will support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. The Cognitive Guided Instruction (CGI) program to help students become better problem solvers. The program increases students' ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies.

The school also invested in a rigorous assessment created by EdVista, which directly aligns with the state exams and helps prepare students for testing conditions. This testing program provides the school with very detailed data that is broken down by areas of growth and strength around the state standards. Teachers used this data to create leveled math groupings and really guide their daily instruction and assessments.

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practiced related to our critical need areas.

SCIENCE

Goal 3: Science

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

East Harlem Scholars Academy provides hands on inquiry based science instruction. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of the School's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the School's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center[13], Science for All Children[14] and the National Science Teachers Association. The school also uses Engage NY curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results
East Harlem Scholars students took the State Science Exam for the first time this year. The school had 93% proficiency on the fourth grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year. The school exceeded the goal by 18%.

Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

[13] National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from http://books.nap.edu/openbook.php?isbn=0309052939&page=9
[14] National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	41	N/A	N/A

Evaluation

These results are due to the rigor of the science program in the school and the addition of an outstanding science teacher to grades 2-4. Scholars worked throughout the year on hands on experiments as well as extensive writing assignments. Additionally the school carefully aligned the Science standards with the Math State Standards to ensure the integration between the two subject areas.

Additional Evidence
N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	93%	41

Goal 3: Comparative Measure
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results
Of the 41 fourth graders tested in the New York Science State Test 93% showed proficiency. This is a notable achievement considering that this was the first year East Harlem Scholars took the science exam.

2014-15 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	41		

Evaluation

The additional data requested for this section was not available at the time this document was completed.

Additional Evidence

N/A

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	N/A	N/A	N/A		93%	

<u>Summary of the Science Goal</u>

East Harlem Scholars students took the State Science Exam for the first time this year. The school had 93% proficiency on the fourth grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year. The school exceeded the goal by 18%. This is a notable achievement considering that this was the first year East Harlem Scholars took the science exam.

Scholars Academy is further developing a high quality science program. Through strong programming efforts and a rigorous, hands on discovery program, scholars have multiple opportunities to experiment with hands on science regularly.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

East Harlem Scholars Academy will continue to push scholars to become life long Science learners. The current State Test results exhibited proficiency in 93% of scholars. In order to reach 100% proficiency the school will continue to expose scholars to hands on experiments as well as writing of science labs. In addition to that the school will provide more supports to scholars with Special Education or scholars who English Language Learners to ensure that they can also be more successful. Additionally we increased the number of minutes scholars will be spending on science instruction in grades 3-5.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

East Harlem Scholars Academy is in good standing.

Evaluation

East Harlem Scholars Academy has met this measure each year.

Additional Evidence

The school has been in good standing each year in which it has had and NCLB status.

NCLB Status by Year

Year	Status
2012-13	N/A
2013-14	Good Standing
2014-15	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

<u>High School Cohorts</u>

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2012-13	2009-10	2009	??	??	??

2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort [15] (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	??	??	??
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort [16] (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	??	??	??
2013-14	2009-10	2009	??	??	??
2014-15	2010-11	2010	??	??	??

[15] Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

[16] Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Include the following section under the Accountability Plan English language arts goal.

GOAL 1 : ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.[17] This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score.

English Regents Passing Rate with a Score of 65 /75

[17] The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

by Fourth Year Accountability Cohort[18]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

[18] Based on the highest score for each student on the English Regents exam

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score

English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [19]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

[19] Based on the highest score for each student on the English Regents exam

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

PI	=	?	+	?	+	?	=	?
				?	+	?	=	?
						AP L	=	?

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[20]

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure. Select the appropriate table depending on Accountability Plan.

[20] The New York State Report Card provides the district results for students scoring at or above 65.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011			N/A	N/A

OR

English Regents Accountability Performance Level (APL)[21]
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010				
2011			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

[21] For an explanation of the procedure to calculate the school's APL, see page 31.

Goal 1: Optional Measure
Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the High School English Language Arts Goal [22]

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve

[22] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section under the Accountability Plan mathematics goal.

MATHEMATICS

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.[23] This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Brief narrative highlighting results in the data table that directly addresses the measure, i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score.

Mathematics Regents Passing Rate with a Score of 65/80
by Fourth Year Accountability Cohort[24]

Cohort	Number	Percent Passing with a

[23] The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.
[24] Based on the highest score for each student on the Mathematics Regents exam

Designation	in Cohort	score of 65 / 80
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their

fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [25]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /80
2008		
2009		
2010		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

[25] Based on the highest score for each student on the Mathematics Regents exam

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf
The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154.**

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

Brief narrative highlighting results in the data table that directly addresses the measure.

Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

PI = ? + ? + ? = ?
? + ? = ?

AP = ?
L

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure
Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[26]

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure. Select the appropriate table depending on Accountability Plan.

Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District

[26] The New York State Report Card provides the district results for students scoring at or above 65.

	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011			N/A	N/A

OR

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District[27]

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010				
2011			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

[27] See page 39 above for an explanation of the APL.

Goal 1: Optional Measure
Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the High School Mathematics Goal [28]

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability	Achieved/

[28] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section under the Accountability Plan science goal.

SCIENCE

Goal 3: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[29]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use

[29] Based on the highest score for each student on any science Regents exam

this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

Include the following section as a separate Accountability Plan subject area goal following the science section.

SOCIAL STUDIES

Goal 4: Social Studies
Write the school's Accountability Plan social studies goal here.

Goal 4: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[30]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

[30] Based on the highest score for each student on a science Regents exam

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[31]

[31] Based on the highest score for each student on a science Regents exam

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

<u>Method</u>

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Include the following section as a separate Accountability Plan goal following the NCLB goal.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION
Write the school's graduation goal here.

Goal 6: Absolute Measure
Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Select the appropriate table depending on Accountability Plan.

Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011		
2012		

2013		
2014		

OR

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2013		
2014		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure
Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method
This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents

2011		
2012		
2013		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure
Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2009		
2010		
2011		

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2008		
2009		
2010		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Comparative Measure
Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district[32]. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

	Charter School	School District

[32] Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009				
2010				
2011				N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

<u>Summary of the High School Graduation Goal</u>

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved/ Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved/ Did Not Achieve/
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved/ Did Not Achieve/ Not Applicable

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section as a separate Accountability Plan goal following the NCLB goal.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
Write the school's college preparation goal here.

Goal 7: Comparative Measure
Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13						
2013-14						
2014-15						

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13						
2013-14						
2014-15						

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13
(See below for measures in more recent Plans.

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Graduates Meeting the Aspirational Performance Measure[33]

Cohort	Charter School	Statewide[34]
2009		37.2
2010		38.1
2011		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score

[33] Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

[34] Statewide results for the 2011 cohort are not yet available.

of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates with a Regents Diploma with Advanced Designation[35]

Cohort	Charter School	School District[36]
2009		
2010		
2011		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Discuss the achievement indicators used to demonstrate college preparation.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Graduates Passing a Course Demonstrating College Preparation

[35] Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

[36] District results for the 2011 cohort are not yet available.

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course[37]
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 7: School Created College Attendance or Achievement Measure
Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

[37] Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Summary of the College Preparation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved/ Did Not Achieve/ Not Applicable
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
	Write in optional measure here	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved/ Did Not Achieve/ Not Applicable
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

Provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction
Write the school's goal here.

Goal S: Absolute Measure
Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

Results

Provide a narrative of parents' responses.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
	%
	%
	%
	%
	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure
Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Provide a narrative explaining how students are tracked year to year

Results

Present a narrative describing number of students in various categories and the retention rate.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
#	#	#	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

Additional Evidence

Year	Retention Rate
2012-13	%
2013-14	%
2014-15	%

Goal S: Absolute Measure
Each year the school will have a daily attendance rate of at least 95 percent.

Method

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

Results

Provide a narrative describing the year's attendance rate.

2014-15 Attendance

Grade	Average Daily Attendance Rate
1	%
2	%
3	%
4	%
5	%
6	%
7	%
8	%
Overall	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

Additional Evidence

Year	Average Daily Attendance Rate
2012-13	%
2013-14	%
2014-15	%

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. Subject and measure organize them. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure
In 2014-15, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2014-15 English Language Arts Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		**Two**		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table

features a grade level breakdown for 2014-15; the other presents annual aggregate results over time.

2014-15 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2012-13									
2013-14									
2014-15									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2013-14 and 2014-15. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Cohort Growth on XXX Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2013-14	Target	2014-15	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2012-13	
2013-14	
2014-15	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2011-12	?-?		
2012-13	?-?		
2013-14	?-?		
2014-15	?-?		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2014-15 Science Performance
by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure
Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years n the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2010					YES/NO
2011					YES/NO
2012					YES/NO
2013					YES/NO

Evaluation

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2008	2009	2010	2011
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2008	2009	2010	2011
Living Environment				
Earth Science				
Chemistry				
Physics				

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/07/2015
Last updated: 07/30/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	4973838
Line 2: Year End Per Pupil Count	273
Line 3: Divide Line 1 by Line 2	18219

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child'** take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	48850
Line 2: Management and General Cost (Column)	92053
Line 3: Sum of Line 1 and Line 2	140903
Line 4: Year End Per Pupil Count	273
Line 5: Divide Line 3 by the Year End Per Pupil Count	516

Thank you.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputing BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*

Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

East Harlem Scholars Academy

Contact Name:	Rashell Evans
Contact Title:	Director Of Operations
Contact Email:	[redacted]
Contact Phone:	
Current Academic Year:	2015-16
Prior Academic Year:	#NAME?

EAST HARLEM SCHOLARS ACADE
2015-16

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	55	55	55	55	54	52		

TOTAL ENROLLMENT = 326

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	*Revised*	Original	*Revised*	Original	*Revised*	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	326	0	326	0	326	0	326

NOTE:
IF there are NO Annual Budget revisions leave "***Revised*** Budgeted Enrollment" Column(s) COMP
BLANK.
IF "***Revised*** Budgeted Enrollment" column is utilized, all cells in the *entire column* should be com

		PRIOR YEAR #NAME?	ANNUAL BUDGET ENROLLMENT BY QUARTER						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE		326		326		326		326
2 SECONDARY District	(Select from drop-down list)								
Other District 3	(Select from drop-down list)								
Other District 4	(Select from drop-down list)								
Other District 5	(Select from drop-down list)								
Other District 6	(Select from drop-down list)								
Other District 7	(Select from drop-down list)								
Other District 8	(Select from drop-down list)								
Other District 9	(Select from drop-down list)								
Other District 10	(Select from drop-down list)								
Other District 11	(Select from drop-down list)								
Other District 12	(Select from drop-down list)								
Other District 13	(Select from drop-down list)								
Other District 14	(Select from drop-down list)								
Other District 15	(Select from drop-down list)								
Other District 16	(Select from drop-down list)								
Other District 17	(Select from drop-down list)								
Other District 18	(Select from drop-down list)								
Other District 19	(Select from drop-down list)								
Other District 20	(Select from drop-down list)								
Other District 21	(Select from drop-down list)								
Other District 22	(Select from drop-down list)								
Other District 23	(Select from drop-down list)								
Other District 24	(Select from drop-down list)								
Other District 25	(Select from drop-down list)								
Other District 26	(Select from drop-down list)								
Other District 27	(Select from drop-down list)								
Other District 28	(Select from drop-down list)								
Other District 29	(Select from drop-down list)								
Other District 30	(Select from drop-down list)								
Other District 31	(Select from drop-down list)								
Other District 32	(Select from drop-down list)								
Other District 33	(Select from drop-down list)								
Other District 34	(Select from drop-down list)								
Other District 35	(Select from drop-down list)								
Other District 36	(Select from drop-down list)								
Other District 37	(Select from drop-down list)								
Other District 38	(Select from drop-down list)								
Other District 39	(Select from drop-down list)								
Other District 40	(Select from drop-down list)								
Other District 41	(Select from drop-down list)								
Other District 42	(Select from drop-down list)								
Other District 43	(Select from drop-down list)								
Other District 44	(Select from drop-down list)								
Other District 45	(Select from drop-down list)								
Other District 46	(Select from drop-down list)								
Other District 47	(Select from drop-down list)								
Other District 48	(Select from drop-down list)								
Other District 49	(Select from drop-down list)								
Other District 50	(Select from drop-down list)								

MY

8	9	10	11	12

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0

PLETELY

pleted.

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

EAST HARLEM SCHOLARS ACADE
2015-16

STAFFING PLAN - FULL TIME EQUIVALEN

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLE*
IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES se

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management		2.8		2.8		2.8		2.8
Instructional Management								
Deans, Directors & Coordinators		4.0		4.0		4.0		5.0
CFO / Director of Finance								
Operation / Business Manager		4.1		4.1		4.1		4.1
Administrative Staff		0.4		0.4		0.4		0.4
TOTAL ADMINISTRATIVE STAFF	0.0	11.3	0.0	11.3	0.0	11.3	0.0	12.3

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		17.0		17.0		17.0		17.0
Teachers - SPED		8.0		8.0		8.0		8.0
Substitute Teachers								
Teaching Assistants								
Specialty Teachers		10.0		10.0		10.0		10.0
Aides		3.0		3.0		3.0		3.0
Therapists & Counselors		5.0		5.0		5.0		5.0
Other		1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL	0.0	44.0	0.0	44.0	0.0	44.0	0.0	44.0

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other								
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	55.3	0.0	55.3	0.0	55.3	0.0	56.3

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management		117449		117449		117448		117448
Instructional Management								
Deans, Directors & Coordinators		88200		88200		88200		85560
CFO / Director of Finance								
Operation / Business Manager		42603		42603		42602		42602
Administrative Staff		71500		71500		71500		71500

INSTRUCTIONAL PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		61875		61875		61875		61875
Teachers - SPED		63982		63981		63981		63981
Substitute Teachers								
Teaching Assistants								
Specialty Teachers		69476		69476		69475		69475
Aides		35190		35190		35190		35190
Therapists & Counselors		63971		63971		63971		63971
Other		66070		66070		66070		66070

NON-INSTRUCTIONAL PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other								

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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
TOTAL ADMINISTRATIVE STAFF	0.0	0.0	0.0	0.0	0.0	

INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						Bonus, stipends to Teachers
TOTAL INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	0.0	0.0	0.0	

:MY

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						

INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						

NON-INSTRUCTIONAL PERSONNEL WAC		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

EAST HARLEM SCHOLARS ACADEM
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,571,090	#NAME?	#NAME?	1,571,087	#NAME?	#NAME?	1,571,076
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	326	-	-	326	-	-	326

		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE									
REVENUES FROM STATE SOURCES	2015-16	**NOTE*** If there are NO budget revisions at the time of quarterly submittal leave 'REVIS ***If Revised Budget column is utilized, the entire column MUS***							
Per Pupil Revenue	Per Pupil Rate								
NYC CHANCELLOR'S OFFICE	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	272,392	-	#NAME?	272,392	-	#NAME?	272,392
Grants									
Stimulus		-	-	-	#NAME?	-	-	#NAME?	-
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	18,338	-	#NAME?	18,338	-	#NAME?	18,337
Other		-	8,067	-	#NAME?	8,067	-	#NAME?	8,067
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs		-	16,650	-	#NAME?	16,650	-	#NAME?	16,650
Title I		-	28,675	-	#NAME?	28,675	-	#NAME?	28,675
Title Funding - Other		-	2,033	-	#NAME?	2,033	-	#NAME?	2,033
School Food Service (Free Lunch)		-	54,519	-	#NAME?	54,519	-	#NAME?	54,519
Grants									
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	101,877	-	#NAME?	101,877	-	#NAME?	101,877
LOCAL and OTHER REVENUE									
Contributions and Donations		-	31,250	-	#NAME?	31,250	-	#NAME?	31,250
Fundraising		-	12,500	-	#NAME?	12,500	-	#NAME?	12,500
Erate Reimbursement		-	18,877	-	#NAME?	18,877	-	#NAME?	18,877
Earnings on Investments		-	-	-	#NAME?	-	-	#NAME?	-
Interest Income		-	-	-	#NAME?	-	-	#NAME?	-
Food Service (Income from meals)		-	-	-	#NAME?	-	-	#NAME?	-
Text Book		-	-	-	#NAME?	-	-	#NAME?	-
OTHER		-	896	-	#NAME?	896	-	#NAME?	896
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	63,523	-	#NAME?	63,523	-	#NAME?	63,523
TOTAL REVENUE		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

EAST HARLEM SCHOLARS ACADEM
Budget / Operating Plan
2015-16

Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,571,090	#NAME?	#NAME?	1,571,087	#NAME?	#NAME?	1,571,076
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	326	-	-	326	-	-	326
		Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	2.80	-	82,214	-	#NAME?	82,214	-	#NAME?	82,214
Instructional Management	-	-	-	-	#NAME?	-	-	#NAME?	-
Deans, Directors & Coordinators	4.25	-	88,200	-	#NAME?	88,200	-	#NAME?	88,200
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	4.10	-	43,668	-	#NAME?	43,668	-	#NAME?	43,667
Administrative Staff	0.40	-	7,150	-	#NAME?	7,150	-	#NAME?	7,150
TOTAL ADMINISTRATIVE STAFF	11.55	-	221,232	-	#NAME?	221,232	-	#NAME?	221,231
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	17.00	-	262,969	-	#NAME?	262,969	-	#NAME?	262,969
Teachers - SPED	8.00	-	127,964	-	#NAME?	127,962	-	#NAME?	127,962
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	-	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	10.00	-	173,690	-	#NAME?	173,690	-	#NAME?	173,688
Aides	3.00	-	26,393	-	#NAME?	26,393	-	#NAME?	26,393
Therapists & Counselors	5.00	-	79,964	-	#NAME?	79,964	-	#NAME?	79,964
Other	1.00	-	16,518	-	#NAME?	16,518	-	#NAME?	16,518
TOTAL INSTRUCTIONAL	44.00	-	687,497	-	#NAME?	687,495	-	#NAME?	687,492
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	55.55	-	908,729	-	#NAME?	908,727	-	#NAME?	908,723
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		-	79,193	-	#NAME?	79,193	-	#NAME?	79,193
Fringe / Employee Benefits		-	75,922	-	#NAME?	75,922	-	#NAME?	75,921
Retirement / Pension		-	13,535	-	#NAME?	13,535	-	#NAME?	13,535
TOTAL PAYROLL TAXES AND BENEFITS		-	168,650	-	#NAME?	168,650	-	#NAME?	168,649
TOTAL PERSONNEL SERVICE COSTS	55.55	-	1,077,379	-	#NAME?	1,077,377	-	#NAME?	1,077,372
CONTRACTED SERVICES									
Accounting / Audit		-	4,774	-	#NAME?	4,774	-	#NAME?	4,774
Legal		-	531	-	#NAME?	531	-	#NAME?	530
Management Company Fee		-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services		-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services		-	3,719	-	#NAME?	3,719	-	#NAME?	3,719
Special Ed Services		-	4,544	-	#NAME?	4,544	-	#NAME?	4,544
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting		-	167,384	-	#NAME?	167,384	-	#NAME?	167,384
TOTAL CONTRACTED SERVICES		-	180,952	-	#NAME?	180,952	-	#NAME?	180,951

EAST HARLEM SCHOLARS ACADEM
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,571,090	#NAME?	#NAME?	1,571,087	#NAME?	#NAME?	1,571,076
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	326	-	-	326	-	-	326

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS								
Board Expenses	-	375	-	#NAME?	375	-	#NAME?	375
Classroom / Teaching Supplies & Materials	-	14,404	-	#NAME?	14,404	-	#NAME?	14,404
Special Ed Supplies & Materials	-	6,560	-	#NAME?	6,560	-	#NAME?	6,560
Textbooks / Workbooks	-	15,473	-	#NAME?	15,473	-	#NAME?	15,473
Supplies & Materials other	-	743	-	#NAME?	743	-	#NAME?	742
Equipment / Furniture	-	10,763	-	#NAME?	10,763	-	#NAME?	10,763
Telephone	-	9,818	-	#NAME?	9,818	-	#NAME?	9,818
Technology	-	36,638	-	#NAME?	36,638	-	#NAME?	36,637
Student Testing & Assessment	-	4,384	-	#NAME?	4,384	-	#NAME?	4,384
Field Trips	-	8,813	-	#NAME?	8,813	-	#NAME?	8,812
Transportation (student)	-	-	-	#NAME?	-	-	#NAME?	-
Student Services - other	-	40,659	-	#NAME?	40,659	-	#NAME?	40,659
Office Expense	-	15,220	-	#NAME?	15,220	-	#NAME?	15,220
Staff Development	-	19,420	-	#NAME?	19,420	-	#NAME?	19,420
Staff Recruitment	-	3,868	-	#NAME?	3,868	-	#NAME?	3,867
Student Recruitment / Marketing	-	7,156	-	#NAME?	7,156	-	#NAME?	7,156
School Meals / Lunch	-	71,641	-	#NAME?	71,641	-	#NAME?	71,640
Travel (Staff)	-	1,663	-	#NAME?	1,663	-	#NAME?	1,663
Fundraising	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	6,167	-	#NAME?	6,166	-	#NAME?	6,166
TOTAL SCHOOL OPERATIONS	-	273,765	-	#NAME?	273,764	-	#NAME?	273,759
FACILITY OPERATION & MAINTENANCE								
Insurance	-	10,827	-	#NAME?	10,827	-	#NAME?	10,827
Janitorial	-	-	-	#NAME?	-	-	#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	-	-	#NAME?	-
Repairs & Maintenance	-	1,770	-	#NAME?	1,770	-	#NAME?	1,770
Equipment / Furniture	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	#NAME?	-	-	#NAME?	-
Utilities	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	12,597	-	#NAME?	12,597	-	#NAME?	12,597
DEPRECIATION & AMORTIZATION	-	26,397	-	#NAME?	26,397	-	#NAME?	26,397
RESERVES / CONTINGENCY	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL EXPENSES	-	1,571,090	-	#NAME?	1,571,087	-	#NAME?	1,571,076
NET INCOME	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

EAST HARLEM SCHOLARS ACADEM
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,571,090	#NAME?	#NAME?	1,571,087	#NAME?	#NAME?	1,571,076
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	326	-	-	326	-	-	326
	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	326	-	-	326	-	-	326
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	326	-	-	326	-	-	326
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	4,819	-	#NAME?	4,819	-	#NAME?	4,819

		Y				
Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**1,589,822**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**326**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
REVENUE		SED' Column(s) COMPLETELY BLANK.				
REVENUES FROM STATE SOURCES	2015-16	***ST be completed.***				
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	272,391	-	#NAME?
Grants						
Stimulus		-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	18,337	-	#NAME?
Other		-	#NAME?	8,068	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	16,649	-	#NAME?
Title I		-	#NAME?	28,676	-	#NAME?
Title Funding - Other		-	#NAME?	2,032	-	#NAME?
School Food Service (Free Lunch)		-	#NAME?	54,518	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	101,875	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	31,250	-	#NAME?
Fundraising		-	#NAME?	12,500	-	#NAME?
Erate Reimbursement		-	#NAME?	18,878	-	#NAME?
Earnings on Investments		-	#NAME?	-	-	#NAME?
Interest Income		-	#NAME?	-	-	#NAME?
Food Service (Income from meals)		-	#NAME?	-	-	#NAME?
Text Book		-	#NAME?	-	-	#NAME?
OTHER		-	#NAME?	897	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	63,525	-	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

		Y				
Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**1,589,822**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**326**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	2.80	-	#NAME?	82,214	-	#NAME?
Instructional Management	-	-	#NAME?	-	-	#NAME?
Deans, Directors & Coordinators	4.25	-	#NAME?	106,950	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	4.10	-	#NAME?	43,667	-	#NAME?
Administrative Staff	0.40	-	#NAME?	7,150	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	11.55	-	#NAME?	239,981	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	17.00	-	#NAME?	262,969	-	#NAME?
Teachers - SPED	8.00	-	#NAME?	127,962	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	-	-	#NAME?	-	-	#NAME?
Specialty Teachers	10.00	-	#NAME?	173,688	-	#NAME?
Aides	3.00	-	#NAME?	26,393	-	#NAME?
Therapists & Counselors	5.00	-	#NAME?	79,964	-	#NAME?
Other	1.00	-	#NAME?	16,518	-	#NAME?
TOTAL INSTRUCTIONAL	44.00	-	#NAME?	687,492	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	-	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	55.55	-	#NAME?	927,473	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	#NAME?	79,193	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	75,921	-	#NAME?
Retirement / Pension		-	#NAME?	13,535	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	168,649	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	55.55	-	#NAME?	1,096,122	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		-	#NAME?	4,774	-	#NAME?
Legal		-	#NAME?	530	-	#NAME?
Management Company Fee		-	#NAME?	-	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	#NAME?	-	-	#NAME?
Payroll Services		-	#NAME?	3,720	-	#NAME?
Special Ed Services		-	#NAME?	4,543	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	167,383	-	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	180,950	-	#NAME?

	Y				
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**1,589,822**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**326**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	375	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	14,405	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	6,559	-	#NAME?
Textbooks / Workbooks	-	#NAME?	15,473	-	#NAME?
Supplies & Materials other	-	#NAME?	742	-	#NAME?
Equipment / Furniture	-	#NAME?	10,762	-	#NAME?
Telephone	-	#NAME?	9,818	-	#NAME?
Technology	-	#NAME?	36,637	-	#NAME?
Student Testing & Assessment	-	#NAME?	4,383	-	#NAME?
Field Trips	-	#NAME?	8,812	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	40,659	-	#NAME?
Office Expense	-	#NAME?	15,219	-	#NAME?
Staff Development	-	#NAME?	19,419	-	#NAME?
Staff Recruitment	-	#NAME?	3,867	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	7,156	-	#NAME?
School Meals / Lunch	-	#NAME?	71,640	-	#NAME?
Travel (Staff)	-	#NAME?	1,663	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	6,166	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	273,755	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	10,828	-	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	-	-	#NAME?
Repairs & Maintenance	-	#NAME?	1,771	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	12,599	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	26,396	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	**-**	**#NAME?**	**1,589,822**	**-**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

	Y				
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**1,589,822**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**326**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	326	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	**-**	**-**	**326**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**
EXPENSES PER PUPIL	**-**	**#NAME?**	**4,877**	**-**	**#NAME?**

EAST HARLEM SCHOLA
Budget / Operatin
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**6,303,074**	**#NAME?**	**#NAME?**	**(6,303,074)**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
REVENUE						
REVENUES FROM STATE SOURCES	2015-16					
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		1,089,567	#NAME?	#NAME?	1,089,567	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		73,350	#NAME?	#NAME?	73,350	#NAME?
Other		32,269	#NAME?	#NAME?	32,269	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		66,599	#NAME?	#NAME?	66,599	#NAME?
Title I		114,701	#NAME?	#NAME?	114,701	#NAME?
Title Funding - Other		8,131	#NAME?	#NAME?	8,131	#NAME?
School Food Service (Free Lunch)		218,075	#NAME?	#NAME?	218,075	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		407,506	#NAME?	#NAME?	407,506	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		125,000	#NAME?	#NAME?	125,000	#NAME?
Fundraising		50,000	#NAME?	#NAME?	50,000	#NAME?
Erate Reimbursement		75,509	#NAME?	#NAME?	75,509	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		-	#NAME?	#NAME?	-	#NAME?
OTHER		3,585	#NAME?	#NAME?	3,585	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		254,094	#NAME?	#NAME?	254,094	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

EAST HARLEM SCHOLA
Budget / Operatin
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**6,303,074**	**#NAME?**	**#NAME?**	**(6,303,074)**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	2.80	328,856	#NAME?	#NAME?	(328,856)	#NAME?
Instructional Management	-	-	#NAME?	#NAME?	-	#NAME?
Deans, Directors & Coordinators	4.25	371,550	#NAME?	#NAME?	(371,550)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	4.10	174,670	#NAME?	#NAME?	(174,670)	#NAME?
Administrative Staff	0.40	28,600	#NAME?	#NAME?	(28,600)	#NAME?
TOTAL ADMINISTRATIVE STAFF	11.55	903,676	#NAME?	#NAME?	(903,676)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	17.00	1,051,875	#NAME?	#NAME?	(1,051,875)	#NAME?
Teachers - SPED	8.00	511,850	#NAME?	#NAME?	(511,850)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	10.00	694,755	#NAME?	#NAME?	(694,755)	#NAME?
Aides	3.00	105,570	#NAME?	#NAME?	(105,570)	#NAME?
Therapists & Counselors	5.00	319,855	#NAME?	#NAME?	(319,855)	#NAME?
Other	1.00	66,070	#NAME?	#NAME?	(66,070)	#NAME?
TOTAL INSTRUCTIONAL	44.00	2,749,975	#NAME?	#NAME?	(2,749,975)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	55.55	3,653,651	#NAME?	#NAME?	(3,653,651)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		316,772	#NAME?	#NAME?	(316,772)	#NAME?
Fringe / Employee Benefits		303,686	#NAME?	#NAME?	(303,686)	#NAME?
Retirement / Pension		54,140	#NAME?	#NAME?	(54,140)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		674,598	#NAME?	#NAME?	(674,598)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	55.55	4,328,249	#NAME?	#NAME?	(4,328,249)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		19,096	#NAME?	#NAME?	(19,096)	#NAME?
Legal		2,122	#NAME?	#NAME?	(2,122)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		14,877	#NAME?	#NAME?	(14,877)	#NAME?
Special Ed Services		18,175	#NAME?	#NAME?	(18,175)	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		669,535	#NAME?	#NAME?	(669,535)	#NAME?
TOTAL CONTRACTED SERVICES		723,805	#NAME?	#NAME?	(723,805)	#NAME?

EAST HARLEM SCHOLA
Budget / Operatin
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**6,303,074**	**#NAME?**	**#NAME?**	**(6,303,074)**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
SCHOOL OPERATIONS					
Board Expenses	1,500	#NAME?	#NAME?	(1,500)	#NAME?
Classroom / Teaching Supplies & Materials	57,617	#NAME?	#NAME?	(57,617)	#NAME?
Special Ed Supplies & Materials	26,239	#NAME?	#NAME?	(26,239)	#NAME?
Textbooks / Workbooks	61,892	#NAME?	#NAME?	(61,892)	#NAME?
Supplies & Materials other	2,970	#NAME?	#NAME?	(2,970)	#NAME?
Equipment / Furniture	43,051	#NAME?	#NAME?	(43,051)	#NAME?
Telephone	39,272	#NAME?	#NAME?	(39,272)	#NAME?
Technology	146,550	#NAME?	#NAME?	(146,550)	#NAME?
Student Testing & Assessment	17,535	#NAME?	#NAME?	(17,535)	#NAME?
Field Trips	35,250	#NAME?	#NAME?	(35,250)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	162,636	#NAME?	#NAME?	(162,636)	#NAME?
Office Expense	60,879	#NAME?	#NAME?	(60,879)	#NAME?
Staff Development	77,679	#NAME?	#NAME?	(77,679)	#NAME?
Staff Recruitment	15,470	#NAME?	#NAME?	(15,470)	#NAME?
Student Recruitment / Marketing	28,624	#NAME?	#NAME?	(28,624)	#NAME?
School Meals / Lunch	286,562	#NAME?	#NAME?	(286,562)	#NAME?
Travel (Staff)	6,652	#NAME?	#NAME?	(6,652)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	24,665	#NAME?	#NAME?	(24,665)	#NAME?
TOTAL SCHOOL OPERATIONS	1,095,043	#NAME?	#NAME?	(1,095,043)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	43,309	#NAME?	#NAME?	(43,309)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	7,081	#NAME?	#NAME?	(7,081)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	50,390	#NAME?	#NAME?	(50,390)	#NAME?
DEPRECIATION & AMORTIZATION	105,587	#NAME?	#NAME?	(105,587)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	**6,303,074**	**#NAME?**	**#NAME?**	**(6,303,074)**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

EAST HARLEM SCHOLA
Budget / Operatin
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**6,303,074**	**#NAME?**	**#NAME?**	**(6,303,074)**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

	Total Year			**VARIANCE**	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
NYC CHANCELLOR'S OFFICE					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

RS ACADEMY
g Plan

Total Revenue		
Total Expenses		
Net Income		
Actual Student Enrollment		
		DESCRIPTION OF ASSUMPTIONS
REVENUE		
REVENUES FROM STATE SOURCES	2015-16	
Per Pupil Revenue	Per Pupil Rate	
NYC CHANCELLOR'S OFFICE	#NAME?	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
-	#N/A	
ALL OTHER School Districts: (Weighted Avg)	#N/A	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	
Special Education Revenue		
Grants		
Stimulus		
DYCD (Department of Youth and Community Development)		
Other		One-time grant from NYS Senate
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

RS ACADEMY
g Plan

Total Revenue	
Total Expenses	
Net Income	
Actual Student Enrollment	

DESCRIPTION OF ASSUMPTIONS

EXPENSES

	Avg. No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	2.80
Instructional Management	-
Deans, Directors & Coordinators	4.25
CFO / Director of Finance	-
Operation / Business Manager	4.10
Administrative Staff	0.40
TOTAL ADMINISTRATIVE STAFF	11.55
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	17.00
Teachers - SPED	8.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	10.00
Aides	3.00
Therapists & Counselors	5.00
Other	1.00
TOTAL INSTRUCTIONAL	44.00
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	55.55
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	55.55
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

RS ACADEMY
g Plan

Total Revenue	
Total Expenses	
Net Income	
Actual Student Enrollment	
	DESCRIPTION OF ASSUMPTIONS
SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
RESERVES / CONTINGENCY	
TOTAL EXPENSES	
NET INCOME	

RS ACADEMY
g Plan

Total Revenue **Total Expenses** **Net Income** **Actual Student Enrollment**	**DESCRIPTION OF ASSUMPTIONS**
ENROLLMENT - *School Districts Are Linked To Above Entries* **Number of Districts:** NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) **TOTAL ENROLLMENT** **REVENUE PER PUPIL** **EXPENSES PER PUPIL**	

EAST HARLEM SCHOLARS ACADEMY
BALANCE SHEET
2015-16

	Prior Year	Q1	Q2	Q3	Q4
	#NAME?	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	$-	$-	$-	$-	$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	$-	$-	$-	$-	$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

EAST HARLEM SCHOLARS ACADEMY
Budget / Operating Plan
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**
		1st Quarter - 7/1 - 9/30			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Grants								
Stimulus		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Title I		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Title Funding - Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Grants								
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
LOCAL and OTHER REVENUE								
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fundraising		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Erate Reimbursement		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Interest Income		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Text Book		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
OTHER		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

EAST HARLEM SCHOLARS ACADEMY
Budget / Operating Plan
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fringe / Employee Benefits		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
CONTRACTED SERVICES								
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Legal		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Nurse Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Payroll Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL CONTRACTED SERVICES		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

EAST HARLEM SCHOLARS ACADEMY
Budget / Operating Plan
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
SCHOOL OPERATIONS							
Board Expenses	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Classroom / Teaching Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Textbooks / Workbooks	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Telephone	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Technology	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Student Testing & Assessment	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Field Trips	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Student Services - other	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Office Expense	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Staff Development	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fundraising	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL SCHOOL OPERATIONS	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Janitorial	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Repairs & Maintenance	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Security	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Utilities	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL EXPENSES	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

EAST HARLEM SCHOLARS ACADEMY
Budget / Operating Plan
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**
EXPENSES PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	-	#NAME?	#NAME?
Grants						
Stimulus		#NAME?	#NAME?	-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		#NAME?	#NAME?	-	#NAME?	#NAME?
Title I		#NAME?	#NAME?	-	#NAME?	#NAME?
Title Funding - Other		#NAME?	#NAME?	-	#NAME?	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	-	#NAME?	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	-	#NAME?	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising		#NAME?	#NAME?	-	#NAME?	#NAME?
Erate Reimbursement		#NAME?	#NAME?	-	#NAME?	#NAME?
Earnings on Investments		#NAME?	#NAME?	-	#NAME?	#NAME?
Interest Income		#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	-	#NAME?	#NAME?
Text Book		#NAME?	#NAME?	-	#NAME?	#NAME?
OTHER		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	#NAME?	-	#NAME?	#NAME?
Legal		#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services		#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	-	#NAME?	#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	**#NAME?**	**-**	**-**	**#NAME?**	**-**
REVENUE PER PUPIL	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
EXPENSES PER PUPIL	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**

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Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**-**			**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	CY Per Pupil Rate	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Grants								
Stimulus		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title I		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title Funding - Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Grants								
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE								
Contributions and Donations		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Erate Reimbursement		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Earnings on Investments		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Interest Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Text Book		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
OTHER		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

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Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**-**			**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES								
Accounting / Audit		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

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Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**-**			**-**	**-**

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
SCHOOL OPERATIONS							
Board Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Technology	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE							
Insurance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

EAST HARLEM SCHOLARS ACAD
Budget / Operating Plan
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**-**			**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*	*** Enrollment Data Based on Last Actual Quarter Completed**						
NYC CHANCELLOR'S OFFICE	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-
TOTAL ENROLLMENT	**-**	**-**	**-**			**-**	**-**
REVENUE PER PUPIL	**-**	**-**	**-**			**-**	**-**
EXPENSES PER PUPIL	**-**	**-**	**-**			**-**	**-**

DEMY

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**6,303,074**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment			**-**	

S

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	**CY** Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		1,089,567	#NAME?	#NAME?	#NAME?
Grants					
Stimulus		-	#NAME?	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	#NAME?
Other		73,350	#NAME?	#NAME?	#NAME?
Other		32,269	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		66,599	#NAME?	#NAME?	#NAME?
Title I		114,701	#NAME?	#NAME?	#NAME?
Title Funding - Other		8,131	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)		218,075	#NAME?	#NAME?	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		407,506	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations		125,000	#NAME?	#NAME?	#NAME?
Fundraising		50,000	#NAME?	#NAME?	#NAME?
Erate Reimbursement		75,509	#NAME?	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?	#NAME?
OTHER		3,585	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		254,094	#NAME?	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

		DEMY			
Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**6,303,074**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment				**-**	
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**S**			
		Original Budget - TY	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
EXPENSES	Quarter 0				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	#NAME?	328,856	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	371,550	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	174,670	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	28,600	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	903,676	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,051,875	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	511,850	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	694,755	#NAME?	#NAME?	#NAME?
Aides	#NAME?	105,570	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	319,855	#NAME?	#NAME?	#NAME?
Other	#NAME?	66,070	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,749,975	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	3,653,651	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		316,772	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		303,686	#NAME?	#NAME?	#NAME?
Retirement / Pension		54,140	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		674,598	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	4,328,249	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit		19,096	#NAME?	#NAME?	#NAME?
Legal		2,122	#NAME?	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	#NAME?
Payroll Services		14,877	#NAME?	#NAME?	#NAME?
Special Ed Services		18,175	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		669,535	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		723,805	#NAME?	#NAME?	#NAME?

DEMY

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**6,303,074**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
SCHOOL OPERATIONS				
Board Expenses	1,500	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	57,617	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	26,239	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	61,892	#NAME?	#NAME?	#NAME?
Supplies & Materials other	2,970	#NAME?	#NAME?	#NAME?
Equipment / Furniture	43,051	#NAME?	#NAME?	#NAME?
Telephone	39,272	#NAME?	#NAME?	#NAME?
Technology	146,550	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	17,535	#NAME?	#NAME?	#NAME?
Field Trips	35,250	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	162,636	#NAME?	#NAME?	#NAME?
Office Expense	60,879	#NAME?	#NAME?	#NAME?
Staff Development	77,679	#NAME?	#NAME?	#NAME?
Staff Recruitment	15,470	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	28,624	#NAME?	#NAME?	#NAME?
School Meals / Lunch	286,562	#NAME?	#NAME?	#NAME?
Travel (Staff)	6,652	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	24,665	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	1,095,043	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	43,309	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	7,081	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	50,390	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	105,587	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	**6,303,074**	**#NAME?**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

	DEMY			
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**6,303,074**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**S**			
	Original Budget - TY	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

EAST HARLEM SCHOLARS ACADEMY

2015-16

Administrative expenditures per pupil:	$0.00
Per NYS Statute	Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

SUNY Charter Schools Institute
The State University of New York

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	**East Harlem Scholars Academy**
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 30, 2015
School Fiscal Contact Name:	Lauren Goldstein
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	O'Connor Davies, LLP
School Audit Contact Name:	Anan Samara
School Audit Contact Email:	asamara@odpkf.org
School Audit Contact Phone:	212-286-2600

The following items are required to be included:

- The independent auditor's report on financial statements and notes.
- Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (*if not applicable fill in* **"N/A"**):
Management Letter	
Management Letter Response	
Form 990	Extension to file requested
Federal Single Audit (A-133)[1]	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.)This transmital form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu

EAST HARLEM SCHOLARS ACADEMY
Statement of Financial Position
#NAME?

ASSETS	2014-15
CURRENT ASSETS	
Cash and cash equivalents	1255268
Grants and contracts receivable	156384
Accounts receivables	0
Prepaid expenses	9752
Contributions and other receivables	0
TOTAL CURRENT ASSETS	1,421,404
PROPERTY, BUILDING AND EQUIPMENT, net	200219
OTHER ASSETS	50000
TOTAL ASSETS	**1,671,623**
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES	
Accounts payable and accrued expenses	79579
Accrued payroll and benefits	209976
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	414842
TOTAL CURRENT LIABILITIES	704,397
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0
TOTAL LIABILITIES	704,397
NET ASSETS	
Unrestricted	967226
Temporarily restricted	0
TOTAL NET ASSETS	967,226
TOTAL LIABILITIES AND NET ASSETS	**1,671,623**

EAST HARLEM SCHOLARS
Statement of Financial P
#NAME?

ASSETS	2013-14	IOI
		nu
CURRENT ASSETS		
Cash and cash equivalents	884746	
Grants and contracts receivable	53291	
Accounts receivables	35765	
Prepaid expenses	23049	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	996,851	
PROPERTY, BUILDING AND EQUIPMENT, net	246772	
OTHER ASSETS	70574	
TOTAL ASSETS	**1,314,197**	
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	64720	
Accrued payroll and benefits	196478	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	309924	
TOTAL CURRENT LIABILITIES	571,122	
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0	
TOTAL LIABILITIES	571,122	
NET ASSETS		
Unrestricted	743075	
Temporarily restricted	0	
TOTAL NET ASSETS	743,075	
TOTAL LIABILITIES AND NET ASSETS	**1,314,197**	

EAST HARLEM SCHOLARS ACADEMY
Statement of Activities
#NAME?

	2014-15		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	3768746	$-	$3,768,746
Students with disabilities	904782	-	904,782
Grants and Contracts			
State and local	25739	-	25,739
Federal - Title and IDEA	365459	-	365,459
Federal - Other	0	-	-
Other	7056	-	7,056
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,071,782	-	5,071,782
EXPENSES			
Program Services			
Regular Education	2778472	$-	$2,778,472
Special Education	1623528	-	1,623,528
Other Programs	98294	-	98,294
Total Program Services	4,500,294	-	4,500,294
Management and general	335911	-	335,911
Fundraising	141426	-	141,426
TOTAL OPERATING EXPENSES	4,977,631	-	4,977,631
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	94,151	-	94,151
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	130000	$-	$130,000
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	0	-	-
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	130,000	-	130,000
CHANGE IN NET ASSETS	224,151	-	224,151
NET ASSETS BEGINNING OF YEAR	0	-	-
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	$224,151	$-	$224,151

2013-14	IOI
	nu
Total	
2913409	
778473	
47439	
307913	
0	
3921	
0	
4,051,155	
2327541	
1110576	
154568	
3,592,685	
225982	
52108	
3,870,775	
180,380	
155600	
0	
0	
0	
0	
0	
0	
155,600	
335,980	
407095	
0	
$743,075	

EAST HARLEM SCHOLARS ACADEMY
Statement of Cash Flows
#NAME?

	2014-15	2013-14
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	224151	335980
Revenues from School Districts	0	0
Accounts Receivable	0	-35765
Due from School Districts	0	0
Depreciation	126715	95497
Grants Receivable	-67328	258137
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	13297	22614
Accounts Payable	28357	-19535
Accrued Expenses	0	92697
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Other	125492	87416
Other	0	5527
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$450,684	$842,568
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-80162	-116591
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$(80,162)	$(116,591)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	0	0
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$-	$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$370,522	$725,977
Cash at beginning of year	884746	158769
CASH AND CASH EQUIVALENTS AT END OF YEAR	$1,255,268	$884,746

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EAST HARLEM SCHOLARS ACADEMY
Statement of Functional Expenses
#NAME?

						2014-15
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
Personnel Services Costs		$	$	$	$	$
Administrative Staff Personnel	9	353350	114528	0	467,878	29981
Instructional Personnel	37.5	1307989	939996	0	2,247,985	0
Non-Instructional Personnel	-	0	0	0	-	0
Total Salaries and Staff	46.50	1,661,339	1,054,524	-	2,715,863	29,981
Fringe Benefits & Payroll Taxes		285445	181184	0	466,629	5151
Retirement		21330	13539	0	34,869	1513
Management Company Fees		0	0	0	-	0
Legal Service		776	492	0	1,268	14
Accounting / Audit Services		0	0	0	-	0
Other Purchased / Professional / Consulting Services		249271	85802	0	335,073	100188
Building and Land Rent / Lease / Facility Finance Interest		0	0	0	-	0
Repairs & Maintenance		1945	1235	0	3,180	35
Insurance		20376	12933	0	33,309	368
Utilities			0	0	-	0
Supplies / Materials		97763	51008	1272	150,043	0
Equipment / Furnishings		9372	5949	0	15,321	169
Staff Development		34393	17664	0	52,057	343
Marketing / Recruitment		63236	34469	0	97,705	764
Technology		55205	35041	0	90,246	996
Food Service		160859	58494	0	219,353	0
Student Services		11705	4256	97022	112,983	0
Office Expense		26268	16673	0	42,941	474
Depreciation		73513	46662	0	120,175	1327
OTHER		5676	3603	0	9,279	103
Total Expenses		$2,778,472	$1,623,528	$98,294	$4,500,294	$141,426

			2013-14
upporting Services			
Management and General	Total	Total	
$	$	$	$
117822	147,803	615,681	439507
0	-	2,247,985	1688270
0	-	-	0
117,822	147,803	2,863,666	2,127,777
20244	25,395	492,024	374467
384	1,897	36,766	25638
0	-	-	5
55	69	1,337	912
11206	11,206	11,206	23000
131959	232,147	567,220	445771
0	-	-	0
138	173	3,353	2773
1445	1,813	35,122	19658
0	-	-	0
0	-	150,043	162276
665	834	16,155	9215
4411	4,754	56,811	48213
3002	3,766	101,471	22368
3915	4,911	95,157	63369
0	-	219,353	203230
0	-	112,983	163381
35049	35,523	78,464	63639
5214	6,541	126,716	95496
402	505	9,784	19587
$335,911	$477,337	$4,977,631	$3,870,775

Appendix E: Disclosure of Financial Interest Form

Created: 07/23/2015
Last updated: 11/02/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 dealine will be provide here by September 1, 2015 or sooner.

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created: 07/07/2015
Last updated: 07/29/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Iris Chen	[redacted]	Secretary	Yes	Education	Mar-11 to Jun-13; Jul-13 to Jun-15,; Jul-15 to Jun-17
2	Brian Gavin	[redacted]	Treasurer	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15; Jul-15 to Jul-17
3	Jamie Kiggen	[redacted]	Trustee/Member	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15; Jul-15-Jun-17
4	Lili Lynton	[redacted]	Trustee/Member	Yes	Operations and Organizational Development	Jul-12 to Jun-14; Jul-14 to Jun-16
5	Carlos Morales	[redacted]	Trustee/Member	Yes	Legal	Mar-11 to Jun-12; Jul-12 to Jun-14; Jul-14- Jun-16
6	Marilyn Simons	[redacted]	Trustee/Member	Yes	Governance	Jun-14 to Jul-16
7	Joan Solotar	[redacted]	Chair/Board President	Yes	Management	Jul-12 to Jun-14, Jul-14 to Jun-16
8	David Wildermuth	[redacted]	Vice Chair/Vice President	Yes	Education	Mar-11 to Jun-13, Jul-13 to Jun-15
9	Tom Webber	[redacted]	Trustee/Member	Yes	Finance	Apr-13 to Jun-13, Jul-13 to Jun-15, Jul-15 to Jun-17
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

1

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

6

6. How many times will the Board meet during the 2015-16 school year?

6

Thank you.

lment and Retention Targets

EAST HARLEM SCHOLARS ACADEMY
An EHTP School

2014-15 Outreach

East Harlem Scholars Academies' admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to East Harlem Scholars Academies is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to East Harlem Scholars Academies. The School complies with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

In its admission policies and procedures, East Harlem Scholars Academies did not engage in any of the following:

1. Requiring parents to attend meetings or information workshops as a condition of enrollment
2. Having an unduly narrow enrollment period (e.g. fewer than 30 days);
3. Giving enrollment preference to children of members of East Harlem Scholars Academies Board or founders group;
4. Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to East Harlem Scholars Academies, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
5. Mandating that students or parents agree with East Harlem Scholars Academies' mission or philosophy; or
6. Giving preference to or unduly targeting students interested or talented in a particular East Harlem Scholars Academies program (e.g. sports or arts).

East Harlem Scholars Academies offered a 100 percent lottery preference for Community School District (CSD) 4 students and a 20% lottery preference for English Language Learners (ELLs). The CSD 4 preference innately meant that the school drew primarily from a population that has a large percentage of of English Language Learners, special education students, and students living in poverty. In CSD 4, 15 percent of students are ELLs, 18 percent receive special education services, and 78 percent live in poverty.

East Harlem Scholars Academies completed the measures below to recruit student applicants. The School provided translation services for all promotional materials and any person-to-person interaction requiring an English translation. Outreach included:

1. Posting flyers and placing notices in local, supermarkets, communities of faith, community centers and apartment complexes;
2. Conducting school tours and open houses at the Jackie Robinson Educational Complex
3. Leveraging the relationships and network of contacts of the Applicant Team and the East Harlem Tutorial Program;
4. Displaying advertisements on MTA buses that have routes in East Harlem
5. Canvasing neighborhoods in East Harlem to further reach interested families, specifically targeting NYCHA public housing buildings in lower East Harlem.
6. Providing applications to the school's Committee on Special Education so that families would be made aware of the school

East Harlem Scholars Academies does not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The school provides instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA).

East Harlem Scholars Academies ensures the special education programs and services as indicated on each student's IEP are provided directly to the student during school hours. The school provides support services to students to ensure that IEP mandates and measurable goals are met, including a Collaborative Team Teaching (CTT) classroom in each grade level. Special education students at East Harlem Scholars Academies, when appropriate according to their IEPs, receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) provides both push-in and pull-out services to special education students as required by their IEPs.

East Harlem Scholars Academies had the capacity to undertake an extensive student outreach plan to ensure that a broad range of families in East Harlem were informed about the school and could apply to enroll their age-eligible children. In particular, East Harlem Scholars Academies' Applicant Team and founding Board have tremendous connections and visibility in East Harlem,

as does the East Harlem Tutorial Program, which has served the community for more than half a century.

The outreach plan included an intensive, targeted (and ongoing) community information strategy, which was conducted by the Applicant Team, School Leadership and the East Harlem Tutorial Program. The plan aimed to:

a) build widespread community awareness about East Harlem Scholars Academies
b) demonstrate to parents and youth in the community the importance of education and the critical role of parental involvement and decision-making in the academic achievement and outcomes of children
c) inform parents and youth about East Harlem Scholars Academies' curriculum and academic model.

East Harlem Scholars Academies also established a website during the charter term that conveyed information about the School, its curriculum and its events and activities. Our website focuses on the following:

a) East Harlem Scholars Academies' commitment to educational excellence, strong academic focus, rigorous curriculum and instructional staff, as well as its relationship with the East Harlem Tutorial Program
b) the extended day program
c) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help students achieve.

Retention of ELL and Students Receiving Special Education Services

The school has taken several measures to ensure that its ELL and special education students return to the school each year. All of the school's ELL and special education students have stated that they are returning next year.

The school has two full-time ELL specialists who see small groups of students daily and meets with families regularly to offer them support. All of the school documents and verbal presentations are translated for the school's ELL families.

East Harlem Scholars Academies also has both a full-time Special Education Coordinator and 2 full-time Social Workers. These staff members ensure that special education needs are being met for the scholars and that all related services are contracted in from the Department of Education. (Counseling is provided by the school's social worker.) In addition, the school hosted a very well-attended and informative parent workshop on special education. Each grade level has one Collaborative Team Teaching class so that the school is able to meet the requirements of students who need to receive instruction from a certified special education teacher.

lment and Retention Targets

We plan to continue our efforts in these areas in 2015-16. We have been very successful at attracting and retaining students from CSD 4, including special education, ELL, and low-income families.

Appendix I: Teacher and Administrator Attrition

Created: 07/07/2015
Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	22.5	13	6

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	10	5	3

Thank you

East Harlem Scholars Academy Charter School

Financial Statements and
OMB Circular A-133 Financial Report
Together With Independent Auditors' Report

June 30, 2015

East Harlem Scholars Academy Charter School

Financial Statements and
OMB Circular A-133 Financial Report
Together With Independent Auditors' Report

June 30, 2015

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O'CONNOR DAVIES

PKF

Independent Auditors' Report

Board of Trustees
East Harlem Scholars Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of East Harlem Scholars Academy Charter School (the "School") which comprise the statements of financial position as of June 30, 2015 and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of East Harlem Scholars Academy Charter School as of June 30, 2015 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Statements

We have previously audited the School's June 30, 2014 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 30, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of financial position by school and activities by school for the year ended June 30, 2015 on pages 13 and 14 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

O'Connor Davies, LLP

October 29, 2015

East Harlem Scholars Academy Charter School

Statement of Financial Position
June 30, 2015
(with comparative amounts at June 30, 2014)

	2015	2014
ASSETS		
Cash and cash equivalents	$ 1,474,954	$ 1,038,888
Grants and accounts receivable	317,775	250,658
Prepaid expenses	20,309	33,419
Restricted cash	50,000	50,000
Property and equipment, net	268,148	298,208
	$ 2,131,186	$ 1,671,173
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable and accrued expenses	$ 435,764	$ 401,705
Due to East Harlem Tutorial Program	532,172	491,134
Total Liabilities	967,936	892,839
Net assets, unrestricted	1,163,250	778,334
	$ 2,131,186	$ 1,671,173

See notes to financial statements

East Harlem Schoolars Academy Charter School

Statement of Activities
Year Ended June 30, 2015
(with comparative totals for the year ended June 30, 2014)

	2015	2014
REVENUE AND SUPPORT		
Public School District -		
State and local per pupil operating revenue	$ 7,152,055	$ 5,304,726
Government grants and contracts	756,240	892,642
Contributions from foundations	280,000	380,000
Other income	7,056	3,921
Total Revenue and Support	8,195,351	6,581,289
EXPENSES		
Program services	7,002,948	5,605,867
Management and general	561,577	427,525
Fundraising	245,910	159,792
Total Expenses	7,810,435	6,193,184
Change in Net Assets	384,916	388,105
NET ASSETS (UNRESTRICTED)		
Beginning of year	778,334	390,229
End of year	$ 1,163,250	$ 778,334

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Functional Expenses
Year Ended June 30, 2015
(with summarized totals for the year ended June 30, 2014)

	2015							2014
	Program Services							
	General Education	Special Education	Supplemental Education	Total Program Services	Management and General	Fundraising	Total	Total
Instructional salaries	$ 2,135,074	$ 1,312,635	$ -	$ 3,447,709	$ -	$ -	$ 3,447,709	$ 2,547,018
Administrative staff salaries	630,730	194,821	-	825,551	192,400	52,731	1,070,682	833,717
Fringe benefits and payroll taxes	480,223	261,061	-	741,284	33,396	9,163	783,843	562,682
Retirement	32,074	17,945	-	50,019	1,110	1,734	52,863	34,106
Total Salaries and Related Expenses	3,278,101	1,786,462	-	5,064,563	226,906	63,628	5,355,097	3,977,523
Legal services	1,069	613	-	1,682	75	20	1,777	1,032
Accounting and audit services	-	-	-	-	23,812	-	23,812	43,000
Other professional and consulting services	370,325	119,850	-	490,175	230,441	175,002	895,618	839,264
Repairs and maintenance	2,378	1,412	-	3,790	167	44	4,001	4,049
Insurance	39,193	20,650	-	59,843	2,716	755	63,314	30,432
Supplies and materials	184,373	82,960	1,272	268,605	-	-	268,605	324,207
Equipment and furnishings	19,841	10,242	-	30,083	1,372	385	31,840	20,080
Staff development	47,947	22,910	-	70,857	6,737	560	78,154	71,137
Marketing and recruitment	95,151	45,933	-	141,084	4,073	1,090	146,247	51,002
Technology	92,852	50,480	-	143,332	6,457	1,772	151,561	100,678
Food service	265,573	90,845	-	356,418	-	-	356,418	308,601
Student services	13,058	4,675	130,914	148,647	-	-	148,647	170,324
Office expenses	33,759	19,746	-	53,505	51,246	628	105,379	101,857
Depreciation	100,573	57,759	-	158,332	7,041	1,883	167,256	128,806
Bad debt	-	-	-	-	-	-	-	5,527
Other expenses	7,628	4,404	-	12,032	534	143	12,709	15,665
Totals	$ 4,551,821	$ 2,318,941	$ 132,186	$ 7,002,948	$ 561,577	$ 245,910	$ 7,810,435	$ 6,193,184

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Cash Flows
June 30, 2015
(with comparative totals for the year ended June 30, 2015)

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	$ 384,916	$ 388,105
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation	167,256	128,806
Bad debt	-	5,527
Changes in operating assets and liabilities		
Grants and accounts receivable	(67,117)	197,129
Prepaid expenses	13,110	12,244
Accounts payable and accrued expenses	34,059	210,169
Due to East Harlem Tutorial Program	41,038	127,527
Net Cash from Operating Activities	573,262	1,069,507
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(137,196)	(189,388)
Net Change in Cash and Cash Equivalents	436,066	880,119
CASH AND CASH EQUIVALENTS		
Beginning of period	1,038,888	158,769
End of period	$ 1,474,954	$ 1,038,888

See notes to financial statements

1. Organization and Tax Status

The Corporation

Founded upon the 53-year legacy of East Harlem Tutorial Program ("EHTP"), East Harlem Scholars Academy Charter School is a not-for-profit education corporation (the "Corporation") originally formed by the Board of Regents of the University of the State of New York (the "Board of Regents") on December 14, 2010 by the granting of a Provisional Charter (the education corporation-equivalent of a certificate of incorporation) valid for a period of five (5) years and renewable upon expiration to operate one (1) (and as of January 1, 2013 two (2)) public charter schools. The mission of the schools is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

The Schools

East Harlem Scholars Academy Charter School ("Scholars") - also the name of the first school for which the Corporation received a charter to operate – is situated in East Harlem in the borough of Manhattan, New York City. Scholars opened in the fall of 2011 with kindergarten and first grade and added a grade each year so that it now serves kindergarten through 5th grade.

East Harlem Scholars Academy Charter School II ("Scholars II") is the second public charter school for which the Corporation received a charter to operate, and opened in the fall of 2013 with kindergarten and first grade and will add a grade each year until it serves kindergarten through 5th grade. Scholars and Scholars II are referred to collectively as the "School."

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

The School's primary sources of income are from per pupil and other government funding.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingencies, if any, at the date of the financial statements, and the reported amounts of support and revenue and expenses during the reporting period. Actual results could differ from those estimates.

2. Summary of Significant Accounting Policies *(continued)*

Basis of Presentation and Use of Estimates (continued)

The net assets of the School and changes therein are classified as unrestricted, temporarily restricted and permanently restricted based on the existence or absence of donor-imposed restrictions. Unrestricted net assets are those that are not subject to donor-imposed stipulations. Temporarily restricted net assets represent contributions with donor-imposed restrictions that have not yet been satisfied or are time restricted. When a stipulated time restriction ends or a purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction. Permanently restricted net assets are those which are established by donor gifts to provide a permanent endowment. There were no temporarily or permanently restricted net assets at June 30, 2015 and 2014.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the School considers all highly liquid investments, with a maturity of three months or less at the time of purchase to be cash equivalents. Restricted cash is a reserve fund of $50,000 to cover debts in the event of the School's dissolution.

Contributions and Unconditional Promises to Give

Contributions are recognized as revenue when an unconditional promise to give is made and the gift is subject to reasonable valuation. Contributions received and unconditional promises to give are classified as unrestricted, temporarily restricted, or permanently restricted support. If donor restrictions are met within the same reporting period as when the contribution was made, those contributions are recorded as unrestricted support.

Property and Equipment

Property and equipment is recorded at cost. Additions and improvements or betterments in excess of $1,000 with an estimated useful life of more than one year are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 2 to 5 years. Leasehold improvements are amortized over the shorter of the estimated useful life of the asset or term of the related lease. Property and equipment acquired with certain government contract funds are recorded as expenses when the government retains title to such assets.

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized at June 30, 2015 and 2014.

2. Summary of Significant Accounting Policies *(continued)*

Revenue Recognition

Revenue from the state and local governments under the charter agreement is based on the number of students enrolled, and recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts is recognized by the School when qualifying expenditures are incurred. Funds received in advance for which qualifying expenditures have not been incurred are reflected as deferred revenues from state and local government grants in the accompanying statement of financial position.

The School follows U.S. GAAP guidance on Accounting for Contributions Received and Contributions Made. Accordingly, contributed assets are recorded at fair value at date of donation. Services are recognized as revenue and expenses at fair value if those services (a) create or enhance nonfinancial assets, (b) would typically need to be purchased by the School if they had not been provided by contribution or (c) require specialized skills and are provided by individuals with those skills.

A number of volunteers have made a contribution of their time to the School to develop its programs and to serve on the School's board of trustees. The value of such contributed time is not reflected in these financial statements because it does not meet the criteria for recognition.

Prior Year Summarized Financial Information

The financial statements present prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. AAP. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2014 from which the summarized financial information was derived.

Functional Expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications based upon benefits received. Expenses are classified according to the functional categories for which they are incurred, as follows:

General Education Program Services – represents expenses directly associated with general education.

Special Education Program Services – represents expenses directly associated with special education for certain students requiring additional attention and guidance.

2. Summary of Significant Accounting Policies *(continued)*

Functional Expenses (continued)

Supplemental Education Program Services – represents expenses directly associated with after-school and summer school programs.

Management and General – represents expenses related to the overall administration and operation of the School that are not associated with any education services or fundraising.

Fundraising – represents expenses related to efforts to raise additional funds for the School.

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred for staff and student recruitment.

Accounting For Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only when they are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is subject to examination by applicable taxing authorities since inception in 2012.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 29, 2015 and has accounted for or disclosed such events, as appropriate, in these financial statements.

3. Concentration of Credit Risk and Revenue

The School's financial instruments that are potentially exposed to concentration of credit risk consist of cash and cash equivalents. The School places its cash and cash equivalents with quality financial institutions in the United States. At times, cash balances may be in excess of Federal Deposit Insurance Corporation ("FDIC") insurance limits. The School routinely assesses the financial strength of its cash and cash equivalents. The School has not experienced any losses in such accounts and believes its cash balances are not exposed to any significant risk.

3. Concentration of Credit Risk and Revenue *(continued)*

The School receives a majority of its revenues from the New York State Education Department through the Charter Schools Institute of the State University of New York (the "Institute"). The Institute provides general operating support to the School based upon the location and the number of students enrolled. Per pupil General Education and Special Education support provided to the School totaled $7,152,055 and $5,304,726 for the years ended June 30, 2015 and 2014. The School is dependent upon this level of funding in order to continue its operations.

4. Grants and Accounts Receivable

At June 30, 2015 and 2014, grants and accounts receivable are deemed to be fully collectible by management.

5. Property and Equipment

Property and equipment consist of the following at June 30:

	2015	2014
Computers and other equipment	$ 352,609	$ 297,898
Furniture and fixtures	169,253	125,679
Leasehold improvements	115,611	104,982
	637,473	528,559
Less: Accumulated depreciation	(369,325)	(230,351)
	$ 268,148	$ 298,208

During the fiscal year ended June 30, 2015, the School removed from its books and record fully depreciated equipment amounting to $28,282.

6. Related Party Transactions

The School's bylaws stipulate that at least 51% and no more than 60% of its Trustees may also be members of the Board of EHTP thus resulting in common control. Under a cost sharing agreement with EHTP, approved by a supermajority of the board, EHTP provides the School with administrative support. Shared operating costs are allocated to the School based on employee hours spent. The total shared operating costs allocated from EHTP amounted to $671,831 and $680,349 for 2015 and 2014. Amounts due to EHTP are paid in the normal course of operations.

The accompanying financial statements reflect only the activities and net assets of the School. Management has applied U.S. GAAP standards in assessing the need to consolidate the financial statements of the School with those of EHTP. Under these standards, consolidation should occur if both an economic interest in the School and control by a majority of common board members exist. Management has determined that EHTP has no economic interest in the School and consolidation is precluded.

7. Agreement with School Facility

Scholars has an agreement through the school year 2015-2016 with the New York City Department of Education for space at the Jackie Robinson Educational Complex (the "Complex"), a New York City public school located at 1573 Madison Avenue, New York, New York. Scholars II has an agreement to be permanently co-located at the Complex. The fair value of the rent has not been included in the accompanying financial statements. The School will be responsible for any overtime-related costs for services provided beyond the regular operating hours. For the years ended June 30, 2015 and 2014, the School did not incur any overtime permit fees.

8. Contingencies

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to protect itself from such risks and is self-insured for other risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund, because management does not believe that there are any liabilities to be recorded.

9. Employee Benefit Plan

The School maintains a deferred compensation plan for all qualified employees. The School elects to make contributions to the plan on a discretionary basis. The School had contributed $52,864 and $34,106 to the plan for the years ended June 30, 2015 and 2014.

10. Commitments

During the fiscal year ended June 30, 2015 an agreement to lease the land and buildings located at 2040-2050 Second Avenue, New York, NY, was executed between Scholars and the East Harlem Center, LLC, a wholly owned subsidiary of EHTP. The lease has a term of 30 years commencing on September 1, 2016. Future minimum rental payments to be received under this lease are as follows:

2016	$ -
2017	722,500
2018	1,269,900
2019	1,416,600
2020	1,416,600
Thereafter	39,142,468
	$ 43,968,068

10. Commitments

In addition, Scholars entered into an agreement with EHTP to sublease a portion of its space located at 2040-2050 Second Avenue, New York, NY. The lease has a term of 30 years commencing on September 1, 2016. Future minimum rental payments under this lease are as follows:

2016	$	-
2017		12,500
2018		21,900
2019		24,600
2020		24,600
Thereafter		678,468
	$	762,068

* * * * *

East Harlem Scholars Academy Charter School

Supplementary Information

June 30, 2015

East Harlem Scholars Academy Charter School

Schedule of Financial Postion by School
June 30, 2015

	East Harlem Scholars Academy	East Harlem Scholars Academy II	Eliminating Entry	Total
ASSETS				
Cash and cash equivalents	$ 1,255,268	$ 219,686	$ -	$ 1,474,954
Grants and accounts receivable	156,384	161,391	-	317,775
Prepaid expenses	9,752	10,557	-	20,309
Restricted cash	50,000	-	-	50,000
Property and equipment, net	200,219	67,929	-	268,148
Due from East Harlem Scholars Academy	-	35,453	(35,453)	-
	$ 1,671,623	$ 495,016	$ (35,453)	$ 2,131,186
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable and accrued expenses	$ 289,555	$ 146,209	$ -	$ 435,764
Due to East Harlem Tutorial Program	379,389	152,783	-	532,172
Due to East Harlem Scholars Academy II	35,453	-	(35,453)	-
Total Liabilities	704,397	298,992	(35,453)	967,936
Net assets, unrestricted	967,226	196,024	-	1,163,250
	$ 1,671,623	$ 495,016	$ (35,453)	$ 2,131,186

See independent auditors' report

East Harlem Scholars Academy Charter School

Schedule of Activities by School
Year Ended June 30, 2015

	East Harlem Scholars Academy	East Harlem Scholars Academy II	Total
REVENUE AND SUPPORT			
Public School District -			
State and local per pupil operating revenue	$ 4,673,528	$ 2,478,527	$ 7,152,055
Government grants and contracts	391,198	365,042	756,240
Contributions from foundations	130,000	150,000	280,000
Other income	7,056	-	7,056
Total Revenue and Support	5,201,782	2,993,569	8,195,351
EXPENSES			
Program services	4,500,294	2,502,654	7,002,948
Management and general	335,911	225,666	561,577
Fundraising	141,426	104,484	245,910
Total Expenses	4,977,631	2,832,804	7,810,435
Change in Net Assets	224,151	160,765	384,916
NET ASSETS (UNRESTRICTED)			
Beginning of year	743,075	35,259	778,334
End of year	$ 967,226	$ 196,024	$ 1,163,250

See independent auditors' report

East Harlem Scholars Academy Charter School

OMB Circular A-133 Schedules and Reports

Year Ended June 30, 2015

East Harlem Scholars Academy Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2015

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number	Federal CFDA Number	Federal Expenditures
Department of Education			
Pass-Through Programs From:			
New York State Education Department			
Title I Grants to Local Educational Agencies	0021144980	84.010	$ 6,771
Title I Grants to Local Educational Agencies	0021144840	84.010	13,071
Title I Grants to Local Educational Agencies	0021154980	84.010	51,232
Title I Grants to Local Educational Agencies	0021154840	84.010	68,273
Charter Schools	0089145055	84.282	30,625
Charter Schools	0089155055	84.282	82,163
Improving Teacher Quality State Grants	0147144980	84.367	908
Improving Teacher Quality State Grants	0147144840	84.367	917
Improving Teacher Quality State Grants	0147154980	84.367	4,857
Improving Teacher Quality State Grants	0147154840	84.367	4,848
Total Department of Education			263,665
Department of Agriculture			
Pass-Through Programs From:			
New York State Education Department			
Child Nutrition Cluster			
School Breakfast Program	310400860995	10.553	94,520
National School Lunch Program	310400860995	10.555	219,602
Total Child Nutrition Cluster			314,122
Total Department of Agriculture			314,122
Total Expenditures of Federal Awards			$ 577,787

See independent auditors' report and notes to schedule of expenditures of federal awards

East Harlem Scholars Academy Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2015

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of East Harlem Scholars Academy Charter School (the "School") under programs of the federal government for the year ended June 30, 2015. The information in this Schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operations of East Harlem Scholars Academy Charter School, it is not intended to and does not represent the financial position, changes in net assets or cash flows of East Harlem Scholars Academy Charter School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

3. Nonmonetary Assistance

For the year ended June 30, 2015, the School received no nonmonetary assistance.

4. Subrecipients

For the year ended June 30, 2015, the School provided no funds to subrecipients.

O'CONNOR DAVIES

PKF

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
East Harlem Scholars Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Harlem Scholars Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 20, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor Davies, LLP

October 29, 2015

O'CONNOR DAVIES

PKF

Report on Compliance For Each Major Federal Program and Report on Internal Control Over Compliance Required by OMB Circular A-133

Independent Auditors' Report

Board of Trustees
East Harlem Scholars Academy Charter School

Report on Compliance for Each Major Federal Program

We have audited East Harlem Scholars Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2015. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, East Harlem Scholars Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

O'Connor Davies, LLP

October 29, 2015

East Harlem Scholars Academy Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2015

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	____yes __X__ no
Significant deficiency(ies) identified?	____ yes __X__ none reported
Noncompliance material to financial statements noted?	____ yes __X__ no

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	____ yes __X__ no
Significant deficiency(ies) identified?	____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	____ yes __X__ no

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553	School Breakfast Program (Children Nutrition Cluster)
10.555	National School Lunch Program (Children Nutrition Cluster)

Dollar threshold used to distinguish between Type A and Type B programs:	$300,000
Auditee qualified as low-risk auditee?	____yes __X__ no

Section II - Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2015.

Section III - Federal Award Findings and Questioned Costs

During our audit, we noted no material instances of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Years Findings

There were no prior year financial statement findings or federal award findings and questioned cost.

* * * * *

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Lili	Lynton

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Chair/President
- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joan	Solotar

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

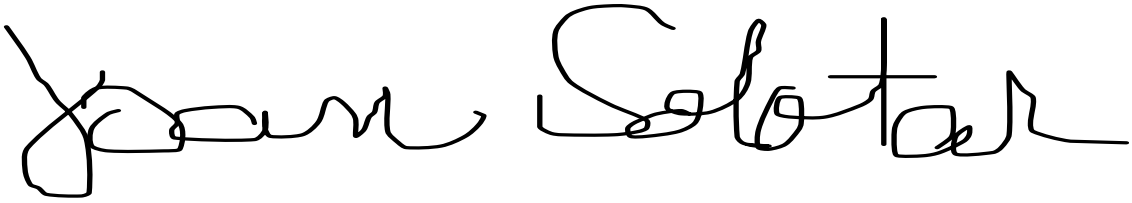
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	James	Kiggen

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/b12abda72ddb3d16c

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Carlos M	Morales

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

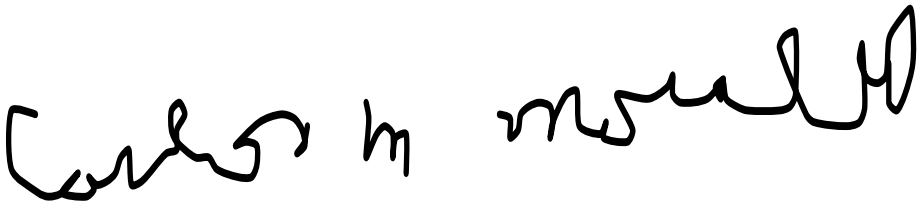
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7de855cb5b4d2c3a8b

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brian	Gavin

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. | Position Held	East Harlem Tutorial Program Board Member
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. | Responsibilities	General Board Responsibilities
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. | Salary	0
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. | Start Date	2010

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

BG

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7c88ca52b8c3ddac7a

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Iris	Chen

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5ed6a448c94905951

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Sara	Berman

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

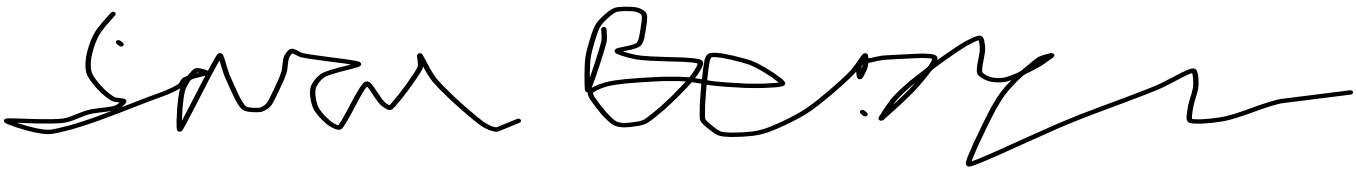
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, November 02, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/46d3f4d11959b6c20c

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Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Saskia	Thompson

2. *Your Home Address:

2. *Your Home Address: | Street Address	[redacted]
2. *Your Home Address: | City/State	[redacted]
2. *Your Home Address: | Zip	[redacted]

3. *Your Business Address

3. *Your Business Address | Street Address	[redacted]
3. *Your Business Address | City/State	[redacted]
3. *Your Business Address | Zip	[redacted]

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

East Harlem Scholars Academy Charter School (Ed Corp)

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- Other, please specify...: I sit on the Education and Accountability Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

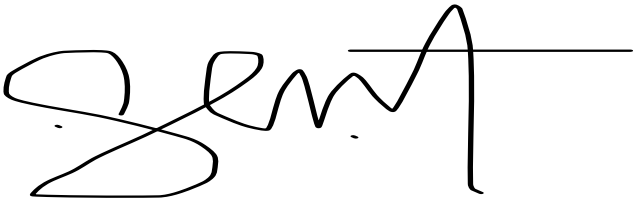
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.